

MINUTES
of the meeting of the Local Governing Body of
Newton Abbot College, Old Exeter Road, Newton Abbot
held on Tuesday 02 May 2023 at 6pm
This meeting was held virtually

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
Marina North	Co-Opted Governor/Vice Chair/Careers Link	MN
Apologies:		
Cathy Hooper		CH
Sarah Wilkinson	Staff Governor	SW
In Attendance:		
Laura Pearl	Designated Safeguarding Lead	LP
Hannah Moon	Potential new Parent Governor	HM
Isabella Slingsby	Potential new Co-opted Governor	IS
Rachel Hill	Local Governance Officer	LGO
Absent:		
None		

Key to acronyms

		IET	Ivy Education Trust
DCC	Devon County Council	LA	Local authority
		EHCP	Education, Health and Care Plans
EH	Early Help	CIP	College Improvement Plan
SEND	Special Education Needs and/or Disabilities	GIP	Governance Improvement Plan
SENDCo	Special Education Needs and/or Disabilities Coordinator	RR	Risk Register
HT	Head Teacher	PLR	Protective Learning Room
RAG	Red, amber, green rating	NAC	Newton Abbot College
CFO	Chief Financial Officer	EWO	Educational Welfare Officer
SLT	Senior Leadership Team	HPA	High Prior Attaining

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

Item	Content	Action
23/4/0.1	<p>Safeguarding Data and Online Safety report by Laura Pearl, Designated Safeguarding Lead</p> <p>LP's Safeguarding and half termly data collection from September had been circulated in advance on Governor Hub.</p> <p>Trends are becoming apparent. Misogyny and toxic masculinity are being witnessed. Workgroups for students displaying these behaviours have been held. There are three conflicts occurring which includes vaping, smoking and paraphernalia. The college is well supported by external agencies. Babcock have undertaken a safeguarding audit. No actions were recommended but some considerations given one of which is that the college produce more posters advising who the Safeguarding teams are. A new intervention is that John Gale will be coming in and he has changed the way he works. It was with individual students but he is now working on creating a bigger impact within the school. There are 40 students in selective groups.</p> <p><i>Q: Is the increase in misogyny and toxic masculinity prevalent in any particular year groups?</i></p> <p>It is represented by a span of year groups. We are seeing flippant remarks and comments that need to be challenged. It is mainly environmental.</p> <p>An area of strength is networking. The college has a good relationship with the police on different aspects within the school and community. We have an open-door policy with different agencies. An area to develop is online safety and we are beginning work with subject team</p>	

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	<p>leaders. Early Help requires development. It is particularly high within the TQ12 area and NAC has a large cohort of families supported by Early Help and children's services with 30 families on the roster. The college had made the decision to cap Early Help at 22 families as the helper was part-time. This gave us a high and quick turnover. Early Help now holds approximately 45 families and we continue to have 22 open. The college doesn't have capacity to meet the needs. Even with the college post now filled full-time we can't action all needs. We have made the situation clear with Early Help who will speak to their managers.</p> <p><i>Q: Can any of the other agencies take on the lead?</i> Yes. We have challenged other agencies and asked for help but with no uptake. Early Help have also looked to other professionals with no take up. This affects children's education.</p> <p><i>Q: Have you replaced Anne-Marie Lewis (AML)?</i> We have advertised twice unsuccessfully. We are due to interview again next week. Most applicants don't have the experience required. EH cases are complex.</p> <p><i>Q: What is the college doing in terms of providing additional support for the Head of Safeguarding and her team?</i> AGA responded. It is hard because of limited finances and the time recruitment takes. AML worked three days a week, the new post is full-time. Hopefully the additional support will be the extra two days. We have had a meeting with DCC who offered support but this has not translated into anything tangible. The work with the Trust's CFO on budgets is ongoing. The budget is tight but we have made progress this year. The college is hopeful moving into next year that when the confirmation of pay rises and additional funding is received we can then look at adding into the pastoral roles. Families in crises are on the up so we recognise the need but we can't recruit at present.</p> <p><i>Q: What grade are we recruiting on, is it enough to attract the calibre of staff required?</i> Grade 4. HR have undertaken a parity exercise across the Trust to ensure the practice of paying staff equitably. To raise salaries would cause issues.</p> <p><i>Q: Have we raised this with the Trust? That we can't recruit the experience required for the post within the salary on offer?</i> Previously we haven't been able to advertise on TES and struggled to recruit. We finally received approval to advertise on TES but only by agreeing to use our own budget for the costs. The EH post is now advertised on TES and we have had further applications. We believe it will cover a wider field than before.</p> <p>LP was thanked for her report</p>	
23/4/1.1	Welcome and Apologies: Apologies from Cathy Hooper and Sarah Wilkinson were received.	
23/4/1.2	Declarations of Interest: None declared.	
23/4/1.3	<p>Governance Improvement Plan: A draft Governance Improvement Plan has been drawn up. Action: CC to email the GIP to all governors once finalised.</p>	CC
23/4/1.4	<p>Proposed new parent governor and co-opted governor:</p> <p>Proposed parent Governor Hannah Moon: A thorough and robust nomination process had produced one candidate so an election was not required and Governors can recommend appointment to the Trust Board for approval at their May meeting. HM has previous corporate sector experience. In addition, HM has an education background and was recently appointed as CEO of a local, special school supporting children in trauma. SM's passion is to ensure every child has access to the best education to meet their needs, SEND, Safeguarding and opening lines of communication as a community and as a school for parents of children with SEND needs.</p> <p>Proposed co-opted governor Isabella (Bella) Slingsby: IS's volunteer profile received through Governors for Schools had been circulated on Governor Hub in advance of the meeting. IS was invited to explain her motivations for joining the LGB and aims for becoming a governor. IS has worked in HR for the last 6.5 years, as a Change Executive for over a year and with numerous stakeholders at many levels. IS has experience looking at change within an organisation and the people impact this can create and would like to bring an HR lens to the role of governor. She is up for new challenges and providing the right opportunities and environment for colleagues.</p> <p>HM and IS left the meeting virtually for Governors to discuss the nominations and vote. Governors were of the opinion that the combination of education, corporate and HR skills were great additions to those of the local governing body.</p>	

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	<p>CC proposed the appointments of HM and IS. Unanimously in favour and duly APPOINTED. CC confirmed that the two recommendations will go to Trust Board on 16 May 2023 for formal appointment.</p> <p>HM and IS returned to the meeting.</p> <p>LM and GP were invited to stay for the remainder of the meeting as guests.</p> <p>Action: LGO to forward DES Induction training opportunities to IS and HM.</p>	LGO
23/4/1.5	<p>Recruitment of new staff governor:</p> <p>Action: LGO to contact SW for her resignation. AGA to conduct a staff nomination process.</p>	AGA/LGO
23/4/2.1	<p>Matters Arising from meeting held on 21.02.23:</p> <p>A report, generated by the HT and titled Changes to the College Day March 2023 had been circulated through Governor Hub prior to the meeting. No questions were forthcoming.</p> <p>Any other Matters Arising are included within this agenda.</p>	
23/4/2.2	<p>Agree minutes dated 21.02.23</p> <p>AGREED that these minutes are a true and accurate record of the last meeting.</p>	
Strategic Items:		
23/4/3	<p>Chair's Update:</p> <p>CC advised that she had attended the IET Chairs' meeting on 21.02.23. The following issues had been included in discussion:</p> <ul style="list-style-type: none"> • A focus on attendance across all schools. At the date of the meeting this stood at 93 per cent for the primaries and 90 per cent for the secondaries. This is higher than the Devon average but below the National average. Secondary HT's have joined the National Attendance Network. The aim is for consistency across the Trust schools. The consequence of lockdown on attendance was raised. • A Trust governance event will be held on 23rd May, 4.30pm start at the Passage House Hotel. In addition to other presentations, Governance Improvement Plans will be shared. • Energy costs and potential quick wins to reduce these costs were discussed. • Finance. NAC remains well placed. Energy costs and teacher's pay awards have put pressure on budgets. Budgets will be finalised in the near future. • School visits undertaken by Tony Bloxham had been reviewed. • GDPR audits will take place. NAC is awaiting the outcome of their visit. <p>There were no questions.</p>	
23/4/4	<p>Head Teacher's Report:</p> <p>AGA's HT's report, Attendance Data and Governor Data Spring 2023 had been circulated in advance of the meeting through Governor Hub.</p> <p>The HT report and Attendance Data was taken as read and AGA asked for questions.</p> <p><i>Q: You mention the number of students going to the Protective Learning Room (PLR) reducing, in what way is it reducing?</i> It is reducing in numbers.</p> <p><i>Q: How much reduction?</i> Approximately 3-5 students per week. Data is sent out every two weeks. We are seeing a steady but sure decrease.</p> <p><i>Q: Can you explain further about leaders visiting other schools and sharing good practice?</i> Last week we visited Cranbrook Educational Campus. They have a similar cohort to the one that we are beginning to see at NAC. We are looking at how we can introduce some of their curriculum elements into our college. The Deputy Head and Associate will visit Holyrood Academy. They have recently had a good Ofsted and we want to learn from them. We have visited Ivybridge Community College and plan to again with a different focus.</p> <p><i>Q: Have other schools visited NAC?</i> Yes, there has been liaison within the Trust schools. We are sharing practice and collaborating more.</p> <p><i>Q: May governors receive a copy of the School Capacity to Improve Review?</i> Action: AGA to email this report. AGA continued, the headline of the report is that we have capacity to improve. Tony Bloxham (TB) offered a number of suggestions. There has been a commonality between feedback for the Trust schools. TB is clear that he is not an Ofsted inspector and he could possibly be approaching matters differently from them. It is possible that Ofsted might come sooner than within 12 months. We need to put TB's feedback into the mix with our priorities and what we have to do for Ofsted. Attendance, literacy and curriculum are priorities. The review was helpful by taking validation of what we are working on and the clarity in terms of priorities put together to help prepare for us for Ofsted.</p>	AGA

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	<p><i>Q: With reference to rewards for Year 10 prefects, I note you have appointed 102. Is this a lot?</i> This comes from a year group of 270. These students want the responsibility and are supporting whole school events. It is a positive reflection of this year group.</p> <p><i>Q: What did the process look like for choosing prefects?</i> It comprised three stages. In the first instance a letter of application was received, for the second stage they were interviewed by existing prefects, then they had an interview with the SLT team which included the HT. Finally, they were given a badge and signed a contract.</p> <p><i>Q: With reference to PLR you mention undertaking outreach work with persistently disruptive students, what does this involve?</i> One of the aims of PLR is to provide intensive mentoring work outside of the room. Now we have a full team, we have capacity to conduct outreach work and hopefully reduce the number of PLRs.</p> <p><i>Q: Can you provide further information about the attendance data? There seems to be a lot of red.</i> Ultimately it is concerning. Data is yellow colour coded when over 90. The Devon national average is 89. The EWO is predominantly working with Ys 7-11. The college is below the national average but above Devon. It is predominantly Y7 who are keeping us above the Devon average. The positive is that Y11 are now best in terms of attendance. We do have a high number of persistent absence which will be altering our data. Persistent absence is above national average. This is where the EWO comes in, trying to reduce it with home visits and other interventions.</p> <p><i>Q: Is it persistent absence, illness, parental attitude or all of these that are factors in the below national average figures?</i> We have school refusers. Some Y7's have never attended school. We have a number of students who stopped coming in lockdown and haven't attended since. Some students are absent for medical reasons.</p> <p><i>Q: Could we see attendance figures without persistent absentees?</i> Yes. Action: AGA.</p> <p><i>Q: In terms of your experience, are persistent absentees increasing post the SEND Review? Is it that more children can't cope due to the Devon directive for children to enter mainstream who in the past could not cope with it?</i> Yes, there are two lines. Lack of capacity and funding in terms of alternative provision and also mainstream issues. There are capacity issues in terms of DCC and students with SEND. We have five pc of pupils with SEND and EHCP. There isn't capacity within the LA to put in special provision. It is an ongoing battle. There is an inequality issue as well. We have more SEND and EHCP children than most. Monitoring SEND data to provide to the LA is now key. The college has had conversations with the Inclusion Officer and 0-25 team about this.</p> <p>The Governor Data Spring 2023 was taken as read and AGA asked for questions.</p> <p><i>Q: In terms of progress data English is doing well at the moment, Maths not so well. Are you concerned about this?</i> I am concerned in general by data. The positive is that data is robust for middle leaders, as there is little difference between autumn and spring numbers. The Maths data is not good. Historically there wasn't much data sharing or accountability. We have now put in place intensive sessions for key students in Maths and English but it has taken the HT to drive it. We have seen a drop in open bucket. Science is not strong either. We have work to do. We have put more hours into English, changed the curriculum, there is a new Head, more moderation, more cohesion and as a result we have seen a positive increase in results. If we look at rolling this out in maths and science I am confident we would see progress. There is also a lack of ownership amongst teachers. A change in culture is required as well.</p> <p>LC added, it is pleasing to see a significant improvement in IT and Music from last year. PE Btec is not so promising. AGA replied Btec Sport was the highest performing department in school last year. IT does look more positive but not necessarily accurate. Last year Music was marked down in terms of control assessment so will be interesting to see this year what their outcomes are.</p> <p><i>Q: High attainment is at -0.5 and the least performing group out of all of them. Have we moved forward since the last Ofsted?</i> No.</p> <p><i>Q: Can we ask Harriett Buchanan to come to the next LGB meeting to talk about high attainment?</i> Previously 20 per cent of our students were high prior attaining. Moving forwards only 10/11 per cent are higher attaining. Skilled teachers are required to deliver their curriculum.</p> <p>LC commented. English Lit grade 9-7% has risen this year. AGA replied we have made discrete moves getting students into classes. We have undertaken a cultural piece about raising what</p>	<p style="text-align: right;">AGA</p>

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	<p>students can achieve. <i>Q: Is this being addressed?</i> Yes, through line management. Interventions are taking place.</p> <p>Lower attainers are +0.08. but we still have not addressed higher attainers. AGA replied. We are now making the changes to the curriculum model moving forwards. This was not possible last year, but it is this year.</p> <p><i>Q: How do you feel about trends?</i> Hopefully we have stemmed the tide in progress 8. Changes to the curriculum should have impact, but it takes time to embed. As an HT I haven't had concrete data yet. We need data to make changes. We now need to pull together. Interventions are in place. It's about having conversations to ensure all are on board to turn data around. Ofsted will take data from what they see in school. If it triangulates then that is their data. Data doesn't reflect all the positives within school. This is the message being shared with staff. We need to ask ourselves why the data isn't good. We do have more children in school this year than last year.</p> <p><i>Q: Would it be possible post Trustees meeting on 16 May to share data with new governors?</i> Once new governor appointments are ratified you will be set up on Governor Hub and all papers will be filed there.</p> <p>AGA added we are also doing a Y11 data drop within the next few weeks.</p> <p><i>Q: Could appraisal be linked to targets to help improve accountability?</i> Due to Unions we are not allowed to make appraisal targets data driven. If we haven't raised concerns during the year about the quality of teaching it could be difficult. The appraisal process doesn't really support accountability.</p> <p><i>Q: How many teachers do we have on coaching plans?</i> We would argue that all of our staff have a coach.</p> <p><i>Q: Who is responsible for data now?</i> Ali Phillips.</p>	
23/4/5	<p>Risk Register Review:</p> <p>The Risk Register had been circulated prior to the meeting through Governor Hub. AGA advised that the most recent comments had been added to the final column on 12 April. AGA asked for any questions.</p> <p>With regards to the school failing to recruit successfully, the likelihood and impact has increased. The mitigating action is to continue to monitor the situation.</p> <p><i>Q: Should we do more than monitor with regards to the gaps that have arisen due to changes in the Trust staffing??</i> This comes down to capacity. I continue to raise risks with the Trust CEO as they come up.</p> <p>With regards to premises, the NAC Premises Manager is currently on a training course. Documentation is now in one place. A compliance calendar is being drawn up. There is an annual programme of risk assessments stating when they need to be actioned. We are being proactive, but there is a limit to what we can do due to capacity. The GDPR audit report has come through and will be reported on at the next meeting. IET have appointed a Chief Operating Officer following the departure of Nick Hill.</p>	
Policies & Procedures		
23/4/6.1	<p>Behaviour Policy:</p> <p>This policy is due for renewal in addition to the normal cycle due to the development of the policy. All changes made were highlighted in yellow for ease and the policy made available for governors to read prior to the meeting. Subject to typing and grammatical errors being amended the Behaviour Policy was Approved.</p> <p>Action: LC to email AGA amendments.</p>	LC/AGA
23/4/6.2	<p>Policies for July meeting:</p> <p>Values Policy implemented July 2022. Review date July 2023.</p> <p>Exclusions Policy review date July 2023. Adopted by Governors 30.11.2022. Agreed to review at July 2023 meeting. Action: AGA to ensure dates on front page are correct.</p>	AGA
23/4/7.1	<p>Governor Visits and Training:</p> <p>Trust-wide link governor training to be held 23.05.23, 4.30 arrival for 5-7pm. Passage House Hotel, Kingsteignton. CC, LC, CH and MN to attend. Newly appointed governors are welcome.</p> <p>The governor meet and greet with staff on 15/3 proved useful. Approximately 40 members of staff came along to say hello. Feedback will be drawn up. Governors also had a tour of school with the Staff governor SW. The PLR and inclusion room were visited.</p>	

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	<p>Part II of the Browne Jacobson PEX training has been undertaken by CC/MN/CH and LC. This training has now been completed.</p> <p>MN attended a careers event on the last day of term. This was well attended. MN will continue networking.</p> <p>Governor and Trustee Training - Disciplinary Hearings and Process - ACAS - 3 May 2023 at 4 pm. MN to attend.</p> <p>CH attended a safeguarding review last week.</p> <p>CH and CC assisted with interviews for an Assistant HT and new member of the SLT.</p>	
	<p>Date of Next Meeting: 04.07.23 at school</p>	
23/4/8	<p>Pay and Performance mid-year monitoring review: HM and IS were invited to leave the meeting. The meeting moved to Part II minutes. The meeting returned to Part I minutes.</p>	
	<p>The meeting closed at 19.47</p>	