

**MINUTES**  
**of the general meeting of the Local Governing Body**  
**of Newton Abbot College**  
**held on Thursday 25 November 2025 at 5 pm at Newton Abbot College**

<b>Present:</b>		
<b>Name</b>	<b>Title/Role</b>	<b>Initials</b>
Simon Shadbolt	Chair - Policy and IET Issues	SS
Amy Grashoff	Headteacher – Ex officio	AGA
Russell Satterley	Co-opted Governor - Safeguarding,	RS
Charlotte Tonge	Staff Governor – (Teaching) - Curriculum, Delivery, DS and ex curriculum activities	CTO
Tom Mooney	Co-opted Governor – Careers/Curriculum/Delivery/DS & Enrichment	TM
Louise Williams	Careers/Behaviour/Attendance	LW
<b>In Attendance:</b>		
Monica Salvioni Reeder	LGO	LGO
Alison Calder	Head of Product & Design	ACL
Sam Malone	Head of Science	SMA
<b>Apologies:</b>	<b>Title/Role</b>	<b>Initials</b>
Gregg Murray	Co-opted Governor - Management, SIP and data	GM
<b>Absent:</b>	<b>Title/Role</b>	<b>Initials</b>

**Key to acronyms**

LGB	Local Governing Body	SEND	Special Education Needs and Disabilities
NAC	Newton Abbot College	DT	Design & Technology
LGO	Local Governance Officer	SENDCo	Special Education Needs and Disabilities Co-ordinator
HoD	Head of Department	KS3	Key Stage 3
EBacc	English Baccalaureate	KS4	Key Stage 4
SATs	Standard Assessment Tests	GCSE	General Certificate of Secondary Education
BTech	Bachelor of Technology	CIP	College Improvement Plan
NEA	Non-Exam Assessment	UCAS	Universities and Colleges Admissions Service

<b>25/2/1.</b>	<b>Welcome and Apologies</b>	
25/2/1.1 25/2/1.2	<b>Welcome:</b> The Chair welcomed all present. <b>Apologies:</b> GM <b>Absent:</b> None for this meeting. <b>Meeting was quorate.</b>	
<b>25/2/2.</b>	<b>Curriculum Presentations</b>	
25/2/2.1	<b>Design and Technology:</b> ACL has been Head of Design, Technology and Food since the beginning of this academic year and has been working at NAC for nearly two years, initially as Head of Design and Technology as a subject area and now overall HoD. In this academic year, ACL has been trying to find out from the students what they want and what they are interested in, so as to deliver the right teaching. Many KS3 booklets have been printed out and this has been really productive. DT has a scheme of learning for KS4. Some equipment, not set up for students to use, has been sold. ACL is extremely pleased with DT students. They create fantastic items. DT have a software, easily accessible to students, which can be used at home, without graphic cards or anything similar. This software is a technical step up from Minecraft, which is loved by students. It is important to fully understand the materials used in Year 7 and Year 8's workshops. Design and Technology is an exciting subject. The Department struggles financially and would like to buy oil and other materials. Last year they did a voluntary contribution letter which was successful. Those contributions mean Food can buy some ingredients for the Year 9, for example, who can eat what they cook in class. Q.: How many students have DT got? The Department has 2 full Year 10 classes. Q.: How many students chose DT as first choice? Year 11 are 13. Previously they were 22. There was one class with 3 students but it was divided between graphics and resistant material, whereas nowadays those subjects are combined. Q.: Are numbers steady or on the increase? The classes have 20 students.	

Would DT be able to have three classes if they had enough staff?  
 It was explained that because the total of students was 47, NAC set up 2 classes instead of 3. NAC's current Year 10 have selected their options in a very different way. The Year 10 went for DT, business and sport far more than they had done before. It is difficult to predict what NAC's current Year 9 will go for.

ACL reported having 8 parents and students asking whether they could do Food and Design & Technology, a higher number than before. Students from Kingsbridge and Dartmouth came to the open evening because they do not have Food Tech courses in their schools.

It is worth saying that DT teaches 3D Design.

3D Design was discussed last year, but the current cohort is not the right one. However, for students who have done it, university has been really easy, because they have covered so much, especially in engineering. 3D Design is under the Art umbrella whereas Design and Architecture are covered by DT.

It was explained that 3D Design has been promoted but this year this could be a future route for students.

ACL will be considering the digital 3D Design, so DT would become more Engineering and Maths focused, but the students could still use their skills and be creative.

This will enable NAC to offer Art, Photography and 3D Design to students who are not academically minded but they are good artists.

Last year one student left because he wanted to be an architect. If NAC had 3D Design, this student would have probably stayed.

A number of Year 10 are interested in Architecture. There is a wide scope for that. The students could also use their skills within the Art Department. There is a discussion around who is going to be teaching this subject. ACL is making sure that DT can offer different techniques and 3D printing could be one of them.

DT does not have the numbers for 6<sup>th</sup> Form. Food has one Year 12 and one Year 13. The course is slightly changing next year for the better: the students will have an exam instead of a NEA. The grading system is also changing and it is more in line with UCAS points.

Q.: With regard to materials, could there be a partnership with B&Q around woods or their off cuts?

This was considered. At the moment, NAC deal with CLS. A partnership with a company like B&Q is not easy. It is a matter of finding those links. For example, ACL talked to a parent who works with a company who produce propellers.

Career and pathway advice would be perfect for students to inspire them and to help them to let DT know what they want to do.

Q.: It has been mentioned that DT Technicians are paid less than the other Technicians.

One of the Technicians has got a degree, very good skills and knowledge; the other is a really amazing engineer. They are paid pro-rata. ACL wanted to acknowledge the fact that DT's Technicians are staff that cannot be easily replaced. The practicals could not be prepared without them.

Q.: What about the challenge to run some of the practicals with SEND students?

Having support with KS4's coursework would really have an impact. Someone sitting with them could give them a clear direction and keep them on track. KS3 students, especially those who have just moved to NAC, would really benefit from some support. At the moment, DT have the two technicians, but a couple of students would benefit from being supported by someone who know them and can see how they react.

ACL reported that students who have an intervention, they have their intervention in DT classes and she wanted to point out that DT and Food only have one hour a week.

**Action: AGA to flag out to Joni Saunders to try and avoid DT classes for interventions whenever possible.**

For both the key subjects DT offer at GCSE, they only have half the time for KS3 students, compared to others like Art and Music. For example, Electronics is not covered simply for lack of time. However, a new curriculum review has stressed that every school should deliver DT.

**Science:** SMA has been Head of Science for 6 and a half years and has been working at NAC for 12 years. The Science Department has 11 teachers; there are two seconds in the department and Izzie Peake who is a Lead Teacher and a Ca-coach. 5 teachers are part-time and this presents a challenge. The Department has 3 Technicians. The Head Technician retired and this has had an impact on SMA's time. Paul Sheffield is one of the seconds in the department and he will be asked to manage the Technicians team.

It was remarked that it is necessary to allow SMA to focus on teaching and learning.

Science have a five year curriculum for Year 7 through to Year 11. This covers the national curriculum for Year 7 and Year 8. Year 9 are being prepared in topics that could eventually be

25/2/2.2

AGA

part of GCSEs. With the time at the department's disposal, it is not realistic to cover the entire course and this is something that happens in other schools, too. According to the new curriculum review from the government, a triple group must be offered to all students. The Science Department used to offer a triple group to all students and usually ended up having two triple groups. However, nowadays Science started to become more selective for triple groups. Every student has to do two GCSEs in Science. In Combined Science the students get elements of Biology, Chemistry and Physics and this counts for 2 GCSEs. Separate Sciences are also known as Triple Science: the students study Biology, Chemistry and Physics more in depth. Science used to have more students opting for Triple Science. To be able to do Separate Sciences, the students had to be able to be on higher papers and to target a grade 6. Consequently, Science have not had a big uptake, but next year the uptake is expected to be slightly better.

This year's Year 12 had very low numbers. However, this was not a surprise because that year group did not do Triple Science and were not interested in Science. This Year Science have an A Level Biology in Year 12 and in Year 13 A Level Biology, Chemistry and Physics as well as a B-Tech in Applied Human Biology, which next year will be called Medical Science. There is a lot on offer and a huge amount of interest. This year's 6<sup>th</sup> Form open evening was much busier compared to last year's.

Q.: Is there a maximum number for 6<sup>th</sup> Form considering Science only have 12 teachers?

That is ok. If there were more 6<sup>th</sup> Form classes, maybe NAC would have to employ more teachers or it could be the opposite. It is difficult to know.

The number expected to run a 6<sup>th</sup> Form class is 8. Currently we only have one Year 12 Biology, which means NAC cannot encourage students to go to Medicine. NAC cannot encourage the students to do Veterinary either because students need Biology, Chemistry and Maths. To get on the A level Sciences, the students need at least a grade 6 at GCSE. At the moment, there are no Triple Sciences who are working towards getting those higher grades. Therefore, it is hard to meet this goal. It is much better for students to get two 6 at GCSE rather than three 4. Students who want to do Science A level are working towards a grade 6 or above. All NAC students can access Triple Science, but, to be successful, they need to be working at a higher level and be scientifically minded because the content is very wide.

Science will be focusing on some target groups, in particular 3/3 and 3/4 students. These students have been invited to revision to get them to the next grade.

Q.: How is the GCSE data compared to last year's?

Science is not dissimilar from last year, but English is still much better. SMA's aim is to get students to perform as best as they can and be in line with the other subjects. Each cohort is different. It is important to work to promote the students' progress and to recognise how far they have come at the college when they leave compared to when they've started.

SMA is a very established Head of Department and that is a strength for Science, However, there has been a real staffing turmoil and a new curriculum in place. There is stability, therefore it is a case of making sure lessons are engaging and that the team work together.

Science's issue is that some teachers are part-time. The fact that students have to resit Maths and English but not Science is a massive issue. They might say they do not want to do Science the following year so it is hard to get students to do revision and to work hard. The Year 11 students give more importance to Maths and English. However, following the government indications, the students will need to put more emphasis on Science.

Under the new scheme, there are two buckets for English and Maths, two buckets for Science and two breadth buckets, where the student can choose a subject of humanity, a language or an art. But there is a proposal for a fourth choice where the student can choose two subjects from an art, a language, humanities or a science subject.

There is a perception with students that Science is not as important. The Science Department try to inspire them. SMA researched the entry requirements for different courses. Some students do not realise that to get into some courses they need to achieve a grade 6 in Science. Some courses require 5 really good grades that could be provided by English, Maths and the Sciences. It was stated that Year 7, Year 8 and Year 9's Science classes are larger than Maths and English, but it was argued back that the only class Science has got less than English and Maths, is Year 11.

There is mixed ability in Science and English for Year 7 and Year 8.

With regard to Science's GCSEs' classes, there is one class for top set, two for foundation, one for higher foundation and one for mixed ability. It is important to teach the right group. Students in top set or higher foundation need to be challenged in the right way and supported as needed.

Q.: With regard to GCSE and 6<sup>th</sup> Form, are there any labs or engineering industries available for the students?

25/2/2.3	<p>There are some small labs but NAC always had very small Physics numbers, so there are not many links, even for Chemistry. NAC is in the wrong part of the country. There is not a Chemistry degree at Exeter University. There are no industries to support it in the area.</p> <p>Southern Water are increasing their numbers and there are apprenticeships available.</p> <p>This could be a good idea, but it is more important where NAC fit with their Science curriculum. NAC used to offer Applied Science B-Tech, which was changed to Applied Human Biology. This had more scope because the students had to put what they studied more in context in their area. It would be a good idea to get someone to talk to NAC students.</p> <p>Science has aging equipment. The autoclave (an equipment similar to a pressure cooker used to grow and kill bacteria) has been broken for some time. It is now being discussed whether this equipment is going to be paid by the Trust or by the Science budget, which is very tight. The autoclave is used for A level Biology and usually biology equipment tends to be more expensive. AGA remarked that the Trust has not got any more money, but the money could come in as capital funding.</p> <p><b>Action: AGA to find out whether the money to replace the autoclave can come as capital funding.</b></p> <p>Q.: How are you getting the students to do revision?</p> <p>There are lots of interventions in the class. Inviting the students to revision in an extra intervention. Science offer breakfast in the morning and hot chocolate in the afternoon. Revision will need to be targeted. SMA does her revision on Fridays and she will do some in the morning, too. Higher students are much eager than foundation students, so Science will focus on these students and keep the groups small, maybe 3 or 4 students.</p> <p>Being teacher's specific is very powerful and this is something that PE do very frequently by letting the students go to their preferred teacher.</p> <p>Sometime, students want to go to revision with their friends and this is a strategy that has been used in the past.</p> <p><b>Agree curriculum presentations for the next meeting:</b> Outcomes, Quality of Teaching and Triangulation (Harriet Buchanan and Zahra Bhiwandiwalla) and PE (Charlie Briant and Kelsey Swan).</p> <p><b>Action: LGO to liaise with AGA to invite Harriet Buchanan and Zahra Bhiwandiwalla. CTO to liaise with AGA to invite Charlie Briant and Kelsey Swan.</b></p>	<p>AGA</p> <p>LGO/AGA CTO/AGA</p>
25/2/3.	<b>Housekeeping</b>	
25/2/3.1	<b>Declarations of Interest:</b> None for this meeting.	
25/2/3.2	<b>Governance Improvement Plan:</b> the Chair remarked that the Governance Improvement Plan will come from the evaluation done by the Trust.	
25/2/4.	<b>Minutes of Previous Meeting</b>	
25/2/4.1	<p><b>Agree governor link roles:</b> The Chair approached GM asking whether he would like to take on the SEND link. GM agreed and said he would do it for a trial period of a term to make sure it fits with his job. The Chair suggested the appointment of GM as SEND link and all governors agreed.</p> <p>The Chair remarked that there is no longer need for a Finance link and that he will be taking on the Management link. All governors agreed.</p>	
25/2/5.	<b>Minutes of Previous Meeting</b>	
25/2/5.1	<b>Matters Arising from meeting held on 16 September 2025:</b> None for this meeting.	
25/2/5.2	<p><b>Agree the minutes as a true and accurate record:</b> No queries raised.</p> <p><b>Action: LGO to upload minutes of the meeting held on 16 September 2025 to the website and ensure minutes of the meeting held on 25 November 2025 are on the next meeting's agenda.</b></p>	LGO
25/2/6.	<b>Chair's Update</b>	
25/2/6.1	None for this meeting, other than the IET – Board to LGB Communication dated 14 <sup>th</sup> October 2025 uploaded on GovernorHub.	
25/2/7.	<b>Headteacher's Update</b>	
25/2/7.1	<p><b>A Levels:</b> A 3 years' improving trend was remarked, which is really positive. The value added has gone from -1 to +0.14. The A Levels' value added has gone from -1.27 to +0.04. It is important to focus on the value added, as opposed to the fact that NAC's average grade C has remained, because it shows that the grade being still a C is a real achievement.</p> <p>Focusing on the improving trends of the A levels, it can be noticed that it's the top A* and B that are not progressing. It can be argued that NAC is getting less high achieving students coming in. Therefore, getting a number of students who can achieve those higher grades can be</p>	

	<p>challenging. However, this is not a convincing argument for grades A and B. Students who get a 5 or a 6 at GCSEs can achieve an A at their A levels and it comes down to work ethic. However, some students with a GCSE grade 5 or 6 are getting a C, instead of a B at A levels. They could be told how disappointing the grades they have achieved are, but NAC is going to have a meeting instead where questions will be posed. However, the students are still young and NAC are in contact with the parents.</p> <p><b>GCSEs:</b> Improvement on last year. NAC did not have the SATs results so there was not a real comparison. NAC measured progress using last year's data which should be reasonably accurate. Big improvement with SEND students as the gap closed, which NAC is really pleased about.</p> <p>School variation is still around 3 grades and this shows consistency. Computing is -1 which is also positive.</p> <p>NAC is really pleased with the accuracy of predictions. If predictions are accurate, the interventions are more accurate with the right students. However, NAC still needs to progress in the basics and learn from NAC's vocational subjects. This information was shared with staff.</p> <p>With regard to the current cohort, the number of SEND E students has increased considerably from 1.7% to 8%. The percentage of SEND K students has increased from 5.3% to 22%. Year 11's percentage is 3%. High Prior Attainers have decreased from 19% to 8%.</p> <p>NAC can be considered as a Middle Prior Attaining school. These students are capable of grades 6 and 7 and they should be targeted.</p> <p>With regard to Year 11, NAC's progress has increased, but average attainment has decreased. This can happen when a cohort is weaker.</p> <p>Attainment is an unfair measure for schools, because it does not take into consideration the students' relative starting point. The results were basic results in English; weaker cohort although they were consistent; a small drop in Maths, which will be an area to focus on. The number of students achieving 9-4% in English and Maths is consistent, and this is positive. Even though this year's was a weaker cohort academically, they achieved consistent 74.9% and 74.5% in English and in Maths there was only a very slight drop.</p> <p>As a school, NAC entered 81% of the students which is high compared to other schools. Students' average progress has improved consistently over three years.</p> <p>In Maths, they are predicting best case +0.7, worst case +0.3 and this is based on NAC's Year 11 having had two years of the new curriculum already.</p> <p>Year 11 are taking SPARX Tests three or four times a year. NAC's Year 11 are added to a central database of 12,000 students. NAC's SPARX results are above national average.</p>	
25/2/8.	<b>Finance and Resources</b>	
25/2/8.1	<p><b>Remote finance briefings for LGBs:</b></p> <p>NAC's budget is looking green with a surplus and this is also predicted when the year ends. Some parents at NAC are applying for an EHCP which would mean losing the students. However, usually it balances itself out.</p> <p>The money the Trust spend on Teignmouth should be either reduced or finished now. The Chair asked TM whether he wants to do the next remote finance briefing for LGBs and TM agreed.</p>	
25/2/9.	<b>Link Reports</b>	
25/2/9.1	<p><b>Quality of Education:</b></p> <p>NAC was visited by Sam Johnson (SJ).</p> <p>NAC have been employing him numerous times around Ofsted time. This time he has come back to NAC in a different role to examine how NAC measures up against the three TRUST targets.</p> <p>The Health Check highlighted NAC's three priorities: SEND, attendance and high quality inclusive teaching, which are the same priorities for Dawlish College and Teignmouth Community School. SJ's role at Trust level is to evaluate NAC's progress and raise targets.</p> <p>Attendance and SEND are data driven. SJ will be looking into the data he has collected and report back.</p> <p>High quality inclusive teaching with a focus on Oracy was discussed in a meeting including AGA, CTO and Zahra Bhiwandiwalla (ZBH). NAC have been focusing on Oracy for a couple of terms. SJ is satisfied that NAC have the fundamentals in place in every classroom. SJ witnessed good quality teaching in all classrooms and good Oracy and strategies in 6 out of 21 lessons.</p> <p>It is necessary to move from the term Oracy to student talk.</p> <p>ZBH reported that the Quality of Education Team will be more department dependent. This strategy has been used by PE for years, and CTO is pleased to observe that there is going to be a focus on PE's high quality level strategy.</p> <p>The end goal is to get students to confidently articulate their learning independently from the strategy used.</p>	

	<p>This strategy's aim is not to just get students talking but to build the foundations of a good written response. By understanding what the students learn, they can articulate well.          SJ will return in April for a review. He has been employed by the Trust, and is paid by the Trust, not by NAC.  <b>Action: CTO to report on SJ's April visit at the LGB meeting after SJ's visit.</b></p> <p>CTO made the governors aware that, where last year, during every period, there used to be two members of SLT on call, one for on call and one for behaviour for learning, this number is now reduced to one SLT member every period.</p>	<b>CTO</b>
<b>25/2/10.</b>	<b>Policies and Procedures</b>	
25/2/10.1	<p><b>Transgender Policy:</b> signed and updated for this academic year.</p> <p><b>Action: Yellow highlighting to be removed and document to be uploaded to school website without delay.</b></p>	<b>LGO</b>
25/2/10.2	<p><b>CEIAG and Work Experience:</b> signed and updated for this academic year.</p> <p><b>Action: Yellow highlighting to be removed and document to be uploaded to school website without delay.</b></p>	<b>LGO</b>
25/2/10.3	<p><b>Students Use of Artificial Intelligence:</b> signed and updated for this academic year.</p> <p><b>Action: Yellow highlighting to be removed and document to be uploaded to school website without delay.</b></p>	<b>LGO</b>
25/2/10.4	<b>For info - no amendments/action required:</b>	<b>LGO</b>
25/2/10.5	<p><b>Confirm policies for the next meeting:</b>          Admissions 2027-28          Medical Policy  <b>Action: To be approved electronically to avoid delay in publishing. LGO to circulate and upload on website once it has been approved and signed.</b>          Separated Parents  <b>Action: To be approved electronically to avoid delay in publishing. LGO to circulate and upload on website once it has been approved and signed.</b></p>	<b>AGA/LGO</b>
<b>25/2/11.</b>	<b>Training and Visits</b>	
25/2/11.1	<b>Training undertaken or planned:</b> TM reported that he has been doing a training for Careers link governors. The Chair stressed the importance of training for all governors.	
25/2/11.2	<b>Visits outside of link roles:</b> None to report for this meeting	
<b>25/12/10.</b>	<b>Dates of meetings</b>	
25/2/12.1	<p>A request was made to move the meeting on 10 February to either 28 January or 4 February.  <b>Action: LGO to liaise with CTO for confirmation of the next meeting's date and to email the final date to governors.</b>          It was confirmed that this change was agreed to accommodate scheduling needs.          The other LGB meeting dates for the remainder of the academic year were confirmed as:          Tuesday 21 April 2026 at 5pm          Tuesday 23 June 2026 at 5pm</p>	<b>All to note and diarise</b>
	<b>The meeting was closed at 18:40</b>	