

D3 06.07.21 Part 1 Minutes Full Management Committee (MC) 27th April 2021 at 6pm (Virtual Meeting)

<p>Present: Maureen Sims – Community Governor (Chair) Jacquie Davies – Headteacher Judith Fisher - Community Governor Harry James – Community Governor (to 7.55pm) Darren King – Community Governor (from 6.49pm) Tim Pritchard – Community Governor Bridget CooperEastwood – Parent Governor (to 6.19pm) Emma Fearn – Support Staff Governor Emma Douglas – AHT (Raising Standards) – Associate Member (to 6.37pm)</p>	<p>Apologies: Emma Dodridge – Teaching Staff Governor Faye Miller – AHT (Safeguarding & Wellbeing) – Associate Member Stephen Vaughan – Community Governor</p> <p>Duration of meeting: 6.00 – 8.02pm</p> <p>MC members will be referred to as governors</p>
<p>In attendance: Richard Thompson – Community Governor elect Karen Price – School Business Manager (from 6.25) Jill Hills – Clerk</p>	

1.	Welcome, Apologies and Declarations	Action
1.1	The Chair welcomed those present including Richard Thompson prospective Community Governor.	
1.2	Apologies had been received from Faye Miller who was unwell and Emma Dodridge. Darren King was running late due to a work commitment. Stephen Vaughan sent apologies after the meeting as he had also been delayed at the last minute due to a work commitment. <i>Clerks note: Bridget CooperEastwood was experiencing technical difficulties and so attendance at the start of the meeting was intermittent.</i>	
2.	Declaration of Business Interests - None	
3.	Any Other Business - None	
4.	AHT Reports – verbal update	
4.1	<p>Teaching and Learning The AHT T&L gave Governors a verbal update on Exam results so far, Exam entries and teacher assessed grades:-</p> <p>Functional Skills – These have run along side GCSE English and Maths, to give learners experience of sitting exams and to boost confidence. Learners at Intervention and those joining Independence sit Level 1. There are not many Level 2's at this time as these will tie in with the old GCSE schedule. At Intervention four learners have completed English Level 1 and are moving onto Level 2. This is very good given the year learners have had. Two learners had not sat the tests and the AHT explained the reasons for this. As there are three opportunities throughout the year to sit the tests, these learners can complete these at a later date. At Independence six learners have passed Level 1 and one at Level 2 English.</p> <p>In Maths, at Intervention there have been three Level 1's and at Independence four Level 1 passes. These are learners who joined icollege in September 2020.</p> <p>IT Functional skills has been added to the curriculum during the last two years as it was recognised that this was a gap for learners. There is however, insufficient time to offer a full IT GCSE. There have been five Entry Level and five Level 1 passes with 5 learners preparing for Level 2. This is especially good as during lockdown the Teacher for IT was based at Inspiration supporting Primary learners so lessons were prerecorded and delivered by a Teaching Assistant combined with past papers. This has been a really creative way of using technology. These were the best results so far and the AHT congratulated Jon Willey and Marie Lacoste on these successes.</p>	
4.2	<p>GCSE exam entries for this summer were as follows:- 27 Maths, 28 English, 9 Art, 3 Photography, 15 Biology and 11 Enterprise and Marketing. Photography is offered to Year 12 learners only as a way of broadening their curriculum. Enterprise and Marketing is a new subject and has a coursework element as well as an exam, which has been challenging this year due to the pandemic. One learner who</p>	

INSPIRATIONKS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATIONKS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTIONY9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCEY11&KS5
Richmond House . Bath Road
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01635 48872

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	joined icollege in December 2020 had been taking Business Studies and rather than loose this was able to transfer coursework onto the Enterprise and Marketing GCSE. Home Cooking also had 11	
		Actions
	learners taking Level 1 and 2/3 taking Level 2. Governors asked for clarification as to whether the learner who had previously been studying Business Studies was also entered for this GCSE. The AHT advised that they hadn't as they had lost too much learning during the year, hence they had looked at the commonality between that and Enterprise and Marketing as an alternative option.	
4.3	Governors asked if the Functional Skills results were as expected. The AHT advised that they were. Functional Skills are going ahead as normal whilst GCSE's are not. icollege would have had learners who were not able to sit a full GCSE but due to the flexibility this year around how evidence can be obtained to support GCSE grades, in some cases they have been entered in preference to Functional Skills. This is due to their anxiety around coming into the unit to sit the tests as if they didn't complete the tests they would be left with nothing. Teachers had looked at the equity for learners, whereby if they were present for sufficient time to complete coursework/evidence to support the GCSE then this may be a better option for them this year.	
4.4	In previous years, icollege learners have always left with a qualification in English and Maths. However staff are feeling apprehensive that this may happen for the first time this year. Despite best efforts including dropping off and collecting work during the pandemic, some learners just haven't engaged with learning and there is concern that they may not attain what they could have in a "normal" year. Governors asked about the difficulties experienced in navigating the delivery of coursework this year. The AHT advised that getting learners to complete sufficient coursework had been challenging this year especially for Art where there is no exam this year, grades are being awarded solely on coursework. Learners portfolios are small and getting them to engage has been tricky. The guidance provided to icollege is that learners can only be assessed on what they have been taught. If they haven't covered all of the coursework etc due to the pandemic then that is not the learners fault. Governors asked about Home Cooking as this is coursework based. The AHT advised that she is working with the Teacher reviewing what has been covered and what skills can be drawn from this to meet the requirements of the qualification. <i>Bridget CooperEastwood left the meeting at 6.19pm due to a poor internet connection.</i>	
4.5	Teacher Assessed Grades (TAG's) – Teachers have been tasked with collating classwork and tests which evidences breadth/coverage of AO's. Learners are only assessed on what they have been taught. icollege is required to determine an holistic grade and a rationale as to how each piece of evidence has been used and why. The AHT in conjunction with the Exams Officer (Adam Butler) are writing a centre policy. Teachers are using on going classwork and coursework to assess grades. icollege has to declare whether the work has been produced under high, medium or low control measures.	
4.6	The week commencing 10 th May will be dedicated to Internal College Assessments (ICA). During the week learners will sit two past papers made up of past questions, under exam conditions which is deemed as a high control environment. For some learners this may be the only evidence available, for others it will be a good measure of the level they are working at. A contingency plan is in place for those learners who for whatever reason do not attend on exam days (of which learners will not be aware of) whereby the week after staff will take the papers to their home for them to complete under a timed schedule. If they do not need a reader or scribe, parents will be asked to sign to confirm that they had completed the paper on their own. The time factor will mean that there will be very little opportunity for learners to look up answers. If they need a reader or scribe then two TA's will stay with the learner whilst the paper is completed. This is a similar approach to last summer when advice was provided late in the year about needing evidence to support teacher assessed grades when the formal exams were cancelled.	
4.7	Those learners who have not attended or engaged with learning during lockdown have had class work delivered weekly along with regular phone calls but no or limited classwork has been forthcoming. The process described above is one last effort to get some degree of evidence to support an assessed grade.	

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4.8	There will be two weeks after the ICA week of focused timetabling where any gaps in knowledge can be identified and catch up lessons or quick assessments can be put in place. During those two weeks	
		Actions
	<p>learners will be given the opportunity to resit tests if they wish. Bespoke writing papers for English will also be taken during these two weeks with the reading English tests being completed during the ICA week under exam conditions. Half term will be used for learners to practice for their spoken language exam. Whilst these do not form part of the overall assessed grade for GCSE, they are separately endorsed. The spoken exams have to be videoed now and sent off but icollege has applied for exemption under special circumstances so that just the learners voice can be recorded. To be videoed would be a significant barrier for some icollege learners. The assessments will be in the week after half term, the same week as the Functional Skills exams. The deadline for the submission of assessed grades/exams is 18th June 2021 which is a very tight turnaround.</p> <p>Karen Price joined the meeting at 6.25pm.</p>	
4.9	<p>Governors asked for clarification around the speaking exam for Functional Skills and whether this was a single presentation or a discussion with others. The AHT confirmed that it is both, but that the "others" is the AHT supported by Suzanne GiaeverEnger. Governors asked if discussion element took place with other learners present. The AHT confirm that no other learners are present, although this does happen in mainstream schools.</p>	
4.10	<p>Governors asked in respect of the high, medium and low conditions for tests/evidence, whether exam boards had specified a percentage of evidence needed from each category. If not, would if for example evidence was all provided under low conditions, would this have an adverse effect on the grade awarded. The AHT advised that there has been no guidance on this. Teachers who have attended subject network meetings, had reported that the general consensus is that most schools are using some element of high control e.g. exams/tests and other coursework produced in reasonably well controlled situations. Governors discussed that the challenge was the validation of assessments and that the higher level of control being applied to assessed work being used as evidence for icollege grades should enable a higher degree of confidence on what is being submitted to the exam boards. The AHT advised that there is internal quality assurance/moderation to ensure that all teachers are working to the same standard. Training on the approach has been given by the AHT to all Heads of Department. Each Exam Board has also produced training and standard documents. There will be moderation between teachers once grades have been determined. Where there is only one teacher for a subject, moderation will either be via a teacher in another school or from a network school. The AHT and Suzanne GiaeverEnger will be attending training shortly on how exam papers are being marked so they can apply this to the icollege process. The process is about how you pull the evidence together when there is not as much of it. For those learners whose attendance has been good and they have produced everything that has been asked of them, the assessment process will be relatively straightforward. The challenge will be assessments for those learners who haven't attended, submitted work or sat exams/tests, who under other circumstances may have done better and produced more evidence.</p>	
4.11	<p>Governors discussed that the current circumstances are very challenging and the process is evolving. What was clear was that the process which has been presented at this meeting is rigorous and well thought out, including how individual needs of learners can be accommodated so that they obtain the best possible outcome from a difficult situation. The AHT advised that the process has highlighted how icollege learners in particular have been disadvantaged throughout the pandemic. Governors discussed that it is phenomenal how icollege and the AHT has been able to flex and adjust to the situation as the pandemic unfolded and how calmly plans have been communicated to both staff and learners throughout the year. The AHT advised that she has a very supportive team who are wobbling slightly under the responsibility of getting the assessment process right, because they care so much and have invested so much in the learners.</p>	
4.12	<p>The AHT advised that guidance had been issued on 22nd April 2021, that Exam Boards will be providing schools with a list of exam numbers they wish to sample in either English or Maths and then a sample of the sample will be reviewed/moderated by the Exam Boards.</p> <p>Emma Douglas left the meeting at 6.37pm.</p>	

		Actions
4.13	<p>Safeguarding and Wellbeing The Headteacher updated Governors on a number of safeguarding and wellbeing matters:-</p> <ul style="list-style-type: none"> • There were two more learners on roll in the last nine days; • There were three more EHCP's pending; • One inreach request had been received; • Attendance at Inspiration and Independence has remained static; • Attendance at the POD is +4%, Intervention +3% whilst at Integration (which is the short term placement unit) is -2%; • Overall, attendance across icollege has therefore increased by +7%; • There had been no exclusions; • There had been three incidents which were recorded on CREST – two at Inspiration resulting in minor injuries to staff and one at Intervention involving two students. <p>Daren King joined the meeting at 6.39pm.</p>	
4.14	In terms of staff wellbeing, there is an expectation currently that once all of the learners have left for the day, staff are able to work from home to minimise the time they need to be in units during CV-19. It had been agreed that this would remain in place until the 17 th May which was when the next government announcement around CV-19 measures are due to take place. There are some subject staff who are anxious around the exam/assessment process and so the AHT is monitoring stress levels and what support can be provided.	
4.15	There are two members of staff on long term sick leave. However, the member of staff who had suffered a stroke is recovering well and it is anticipated that they will be able to return to work at some point.	
4.16	<p>In terms of safeguarding:-</p> <ul style="list-style-type: none"> • there is one new Child Protection Plan bringing the total to six; • two Child Protection assessments are in progress; • there are two new Children In Care learners; • three Governors who need to complete universal safeguarding training; • four Governors need to complete Prevent training; • two new areas of training have been added for staff who have direct interaction with learners, namely peer on peer abuse and online safety; • the Antbullying policy has been reviewed and revised and is later on the agenda for ratification; • the Therapeutic Action Plan has been completed and the AHT is working on updating the Behaviour Policy to reflect this. 	
4.17	The AHT (Safeguarding and Welfare) was happy for Governors to raise any questions by email.	
5.	Membership and Roles	
5.1	Election of Richard Thompson as Community Governor – following on from introductions earlier in the meeting, Judith Fisher proposed and Tim Pritchard seconded that Richard Thompson be elected as a Community Governor. Governors unanimously agreed. Term of office will be four years.	
5.2	Appointment of Tim Pritchard to Finance Committee. Harry James proposed and Daren King seconded that Tim Pritchard be appointed to the Finance Committee. Governors unanimously agreed.	
5.3	Appointment of Tim Pritchard as Careers Governor. Daren King proposed and Judith Fisher seconded that Tim Pritchard be appointed as Careers Governor. Governors unanimously agreed.	

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6.	Minutes of the Meeting on 30th March 2021 & Matters Arising (not included on the agenda)	Actions
6.1	The minutes of the MC on 30 th March 2021 had been circulated with the agenda. The minutes were agreed as an accurate record and would be signed by the Chair as soon as CV-19 permitted.	
6.2	<p>Matters Arising</p> <p>4.2 Governors Safeguarding Training – The Clerk had followed up with new Governors and Bridget CooperEastwood the need to complete mandatory safeguarding training. The Chair asked that if not already done so, any outstanding training should be completed as soon as possible. Action: All outstanding Governor safeguarding training to be completed as soon as possible.</p> <p>Action: Chair to email Bridget CooperEastwood about completion of safeguarding training.</p>	<p>BCE, HJ, SV, DK and TP MC 06.07.21</p> <p>Chair 30.04.21</p>
6.3	<p>The Chair had also pulled out from the minutes areas to be followed up during her next Safeguarding Governor visit which included:-</p> <p>4.3 Quality of Electronic Personal Education Plans (EPEP's); Mental Health Audit – expectations, outcomes and timescales for completion/reporting; 4.4 Outcomes of process scrutiny to be reported to July MC; 4.5 & 4.7 Attendance and Child Protection data to include that from previous terms within reports to Governors (this had previously been included but due to an oversight had been admitted from the report to the MC on 30.03.21); 4.12 Review the scales used on the CREST charts to avoid confusion.</p> <p>Action: Include the above in next Safeguarding Governor visit and report to MC 06.07.21.</p>	<p>Safeguarding Governor & AHT (S&W) MC 06.07.21</p>
6.4	6.3 Governor annual declarations. The Clerk advised that there are still some gaps on Governor Hub records. These will be followed up with Governors individually. Action: Clerk to follow up any remaining gaps in annual declarations.	Clerk ongoing
6.5	Health and Safety Visit – The Health & Safety Governor advised that the visit form had not been completed yet but would do so and forward to the Clerk as soon as possible. Action: Complete visit monitoring form and agree schedule of H&S visits.	Health & Safety Governor MC 06.07.21
7.	2021/22 Budget Approval and Three-Year Forecast	
	Main School Budget and POD+	
7.1	The Finance Chair advised the meeting that they had received copies of the proposed 2021/22 budget which had been discussed at length at a number of Finance Committee meetings (minutes for meetings on 23.02.21 and 23.03.21 had been circulated with the agenda), along with the budget forecast for the following two financial years and a summary of the budget strategy. The strategy included assumptions used in drafting the budget along with information regarding current and potential budget pressures. The SFVS had been circulated (which was included later on the agenda for approval). A copy of questions asked at the Finance Committee on 20.04.21 and answers provided had also been circulated.	
7.2	The conclusion reached by the Finance Committee was that although for 2021/22 icollege was forecasting a year end surplus, this was primarily due to a healthy carried forward surplus as within the year icollege was running with a deficit. Looking ahead over the next two to five years, icollege was continuing to forecast an in-year deficit which would in subsequent years erode the carry forward surplus position and result in an overall deficit. The current position is therefore unsustainable and the Finance Committee had discussed and agreed a number of actions in order to start to address the position. These include:-	

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		Actions
	<ul style="list-style-type: none"> Meeting with the Local Authority to negotiate a more sustainable funding model with the aim of securing a Service Level Agreement (SLA). Costs are going up and increases in funding are 	
	<ul style="list-style-type: none"> not matching this. The Headteacher will be proposing a model based on learner places rather than individual learners, which would enable icollege to be more confident with its projections moving forward. The way icollege is funded is exceptionally complicated which is one of the reasons why the figures reported during the year fluctuate so significantly. The Finance Committee will conduct an Income and Expenditure review during 2021/22 (financial year) and if necessary the following year. The Finance Chair will be meeting with the School Business Manager (SBM) before every Finance Committee to review and discuss the Budget Monitoring Report being presented to Governors. This should enable any issues to be resolved prior to the meeting, so that they can be streamlined and lead to Governors receiving consistent and confident figures. One of the largest areas of expenditure as in any school is on staffing. The Finance Committee will endeavour to benchmark staffing against other similar alternative education providers. This is particularly challenging as the structure of providers vary considerably and so it is not always possible to ensure that comparisons are on a like for like basis. Before the 2022/23 budget is drawn up produce a detailed timetable for setting the budget including when figures will be available so as to allow for sufficient time for Governors to scrutinise the proposals. The DfE are starting to use language around Governors making sure that their organisation is financially viable. This will be the focus of the Finance and Management Committees over the coming years, to identify if icollege is viable and where appropriate take mitigating actions. 	
7.3	The current position is that icollege is forecasting a healthy year end surplus for 2021/22. The Finance Committee is therefore recommending that the Management Committee approve the budget with the caveat that a review of how icollege finances are structured will take place to ensure that icollege is in a healthy position in years two to five and beyond.	
7.4	The Headteacher thanked the Finance Chair for recognising the complexities of icollege's financial situation. The Headteacher, Finance Chair, Vice Chair and SBM had attended a virtual conference the previous week focusing on alternative provision, primarily due to it including a section on funding. The session had concluded that funding alternative provision is very complicated. It went on to discuss the possibility of a national funding formula for alternative provision but there were concerns that some may loose out if they are currently well funded, icollege being currently well funded. Having a Finance and Management Committees which recognise the challenges and complexities of its funding arrangements and are supportive of trying to address this is a relief for both the Headteacher and the SBM. The Headteacher thanked the Finance Chair for driving this forward.	
7.5	Governors discussed that for those who do not have a finance background the volume and complexity of the budget information circulated in readiness for the Management Committee was difficult to understand and whether this represented a training need. The Finance Chair explained that one of the reasons for meeting in advance of meetings with the SBM is so that he can translate the figures and information in such a way that it is easier for Governors to understand and digest. The important thing was to identify why icollege was in deficit so that actions can be taken to mitigate this.	
7.6	School Meals and Parental Contributions – With reference to discussion at the Finance Committee around whether parents should be asked to contribute to the cost of meals for those students who were not eligible for free school meals, Governors discussed whether this was appropriate. Food is very important for a variety of reasons for learners attending icollege. The provision of food for some learners can be a significant incentive for them to attend, it is part of their wellbeing and them being ready to learn. The Chair advised that one of the areas to be explored as part of the Strategy Day is what are our school values and how do we apply them. In a financial context where icollege has an in-year deficit Governors could be asked why they have not considered charging parents for school meals	

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	where learners are not eligible for free school meals. Whilst the Finance Committee were uncomfortable with the suggestion of charging for these, it is important that such matters are raised													
		Actions												
7.7	<p>and discussed so that Governors are able to demonstrate that all avenues have been considered and its reasons for not going down this route.</p> <p>With reference to paragraph 3.5 of the Finance Committee minutes for 23rd March 2021, the Headteacher advised that she had contacted Lisa Potts (WBC) requesting information on how the LA arrive at the icollege funding figures quoted in their reports to the HFG and Schools Forum, but there had been no response to date. The Finance Chair advised that through his contacts within the DfE and other schools, some of which are alternative provisions, he is aware of two schools who have negotiated place funding with their Local Authorities. He advised that he would be happy to contact them to see if they would be willing to share how this had been achieved, what the funding model looked like and advantages and disadvantages. Action: Finance Chair to follow up place funding models with contacts.</p> <p>Action: Clerk to include on Finance Committee agenda for 29th June 2021.</p>	<p>Finance Chair Strategy Day 22.06.21</p> <p>Clerk FC 29.06.21</p>												
7.8	The SBM advised that as icollege invoice termly in arrears there will always be a situation whereby income received does not match/catch up with expenditure until nearing P12 (March). Whilst icollege forecasts its year-end position each month it is not an easy task. Without a significant surplus at the end of 2020/21, icollege would not have been able to set a budget without a deficit for 2021/22.													
7.9	<p>Governors unanimously approved the 2021/22 budget as follows:-</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">2021/22 £</th> </tr> </thead> <tbody> <tr> <td>Income</td> <td style="text-align: right;">2,865,330</td> </tr> <tr> <td>Expenditure</td> <td style="text-align: right;">*2,946,250</td> </tr> <tr> <td>Net-surplus (deficit)</td> <td style="text-align: right;">-80,920</td> </tr> <tr> <td>Add brought forward</td> <td style="text-align: right;">371,100</td> </tr> <tr> <td>Total – surplus (deficit)</td> <td style="text-align: right;">290,180</td> </tr> </tbody> </table> <p>*Of which 74% relates to staffing excluding Outdoor Academy.</p> <p>Action: SBM to organise sign off of budget by Headteacher and Chair of Governors ready for submission to WBC by 1st May 2021.</p>		2021/22 £	Income	2,865,330	Expenditure	*2,946,250	Net-surplus (deficit)	-80,920	Add brought forward	371,100	Total – surplus (deficit)	290,180	<p>SBM 01.05.21</p>
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8.	Schools Financial Value Statement (SFVS) 2020/21													
8.1	The Finance Chair drew Governors attention to the actions included on page 1 of the document, many of which are tied into the budget discussion earlier in the meeting and areas to be discussed at the Strategy Day. Governors unanimously approved the SFVS for 2020/21 which would be signed electronically by the Chair of Governors. Action: Clerk to forward SFVS to WBC Accountancy and Audit.	<p>Clerk 28.05.21</p>												
9.	SEF/Strategy Day													
9.1	<p>School Evaluation Form (SEF)</p> <p>The Headteacher referred to discussion at the last MC around the need to update the SEF and the governance section had been circulated with the agenda. Governors had commented prior to the meeting that the SEF would usually be completed by the school and then they would comment on it. However, the Headteacher was conscious that the document needed to be ready should there be an Ofsted inspection. Although icollege participated in the pilot programme in July 2019 for the new inspection framework, there had not been a full Ofsted inspection since 2015 which was before the two services merged to form icollege. icollege is therefore overdue an inspection, although the impact of the pandemic has pushed back the timescales. The Headteacher felt it was important that both</p>													

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	icollege and its governors thought about how well it is doing and considering the governance section of the SEF as the starting point.	
		Actions
9.2	<p>Since sharing the SEF, more work had been undertaken to populate the document with information which the Headteacher felt comfortable evidencing. This included areas of strengths for example:-</p> <ul style="list-style-type: none"> • highly skilled and experienced governors both education and non education based, including financial expertise; • the Management Committee is nearly full thanks to the tenacity of the Chair and Clerk; • the Assistant Headteachers reports to Governors triangulated via visits albeit virtual this year due to the pandemic; • SEND Governor has a good understanding of icollege, inclusion and therapeutic thinking; and • Safeguarding Governor triangulated evidence through monitoring visits. <p>Areas which required further work a number of which would come from the planned Strategy Day:-</p> <ul style="list-style-type: none"> • New governing body – evidence needed that there is confidence to support the school and challenge to the Headteacher; • Completion of safeguarding training for new governors; • Annual review of governance; • Skills audit; • Further work about using the Schools Improvement Adviser (SIA); • Update and revisions to the combined Strategic and Governance Plan; • Evidence of the good working relationship between governors and the Headteacher; • That governors are aware of the Equal Opportunities statement and the Equality Duty; • Routine challenge of the management of resources. <p>Action: Circulate updated SEF</p>	Headteacher 04.05.21
9.3	<p>Governors discussed that the confusion had arisen as the SEF is a school document and the Governors section is not a direct part but it should contain evidence that Governors are able to validate/triangulate that the schools evaluation of itself is accurate via the Management Committees challenge/monitoring responsibilities. The document to be circulated by the Headteacher was a good starting point as to how this could be evidenced. Governors need to review their effectiveness as individuals and as a Management Committee, ideally on an annual basis. As part of this process feedback from the Senior Leadership Team (SLT) is needed as to how effective they feel Governors are and how they work with the SLT which would feed into the Leadership section of the SEF. It is also important to use the evidence resulting from the SIA's visits to triangulate Governors understanding of how icollege is performing. There is also a role for the SIA in reviewing how the Management Committee govern, possibly through attendance at a selection of meetings.</p> <p>Action: Discuss SEF in more detail at KIT meeting.</p>	Chair & Headteacher 30.04.21
9.4	<p>Strategy Day – 22nd June 2021</p> <p>The Chair advised that Ian Pearson (Head of Education) had confirmed that he would be able to attend at the start of the day to discuss the context of WBC and the relationship between icollege and the LA. Michelle Sancho, Principal Education Psychologist and the author of the review of icollege for the HFG will also be attending along with the SIA, Donna Fox.</p>	
9.5	<p>Harry James and the Chair are working together to develop the agenda for the day and determine any preparatory work required. Governors discussed the need to ensure that there were clear aims, objectives and outcomes for the day and to ensure that there is focused discussion of the areas identified in order to maximise the benefits gained from the day. Once the agenda had been drafted it would be shared with all Governors to input to. Action: Draft agenda for Strategy Day and circulate for comment.</p>	Chair, Harry James & Headteacher Asap
9.6	<p>Emma Fearn volunteered to organise refreshments for the day and make any arrangements needed for the room e.g. flipcharts, screens etc. As this would be the first time Governors will have met in person since the first lockdown it was suggested that they should complete a Lateral Flow Test (LFT) at home before attending. Action: Governors to forward dietary requirements to Emma.</p>	All Governors 07.05.21

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	Action: All Governors to take LFT the day before the Strategy Day. Karen Price left the meeting at 7.31pm.	All Governors 20.06.21
		Actions
9.7	Governors discussed whether it would be possible to obtain the views of parents and pupils on where they see icollege prior to the Strategy Day. However, this is not as straightforward as in a mainstream school as some pupils and therefore parents may not be with icollege for any length of time. The Headteacher advised that there were some learners and parents who would be very articulate about the benefits of icollege and what they felt may have been missed. There would be some evidence already based on emails from parents. Mainstream schools and the LA are also “customers” and therefore their views could also be sought. Action: Consider how “customer” views and vision for icollege could be captured to inform the Strategy Day.	Chair, Harry James & Headteacher 22.06.21
9.8	Governors discussed promotion of icollege within the local community/press. With the passing of the Duke of Edinburgh, the Head of Education had referred to icollege learners being awarded their Gold Awards. The local MP was visiting icollege later in the week and Governors discussed whether it might be possible to ask her to publicise the work of icollege via her column in local press/social media.	
10.	Policies	
10.1	Antibullying Policy Governors raised a number of points regarding the policy including, following on from the completion of the Therapeutic Thinking Strategy, the Antibullying Policy illuded to this rather than it underpinning the policy. In addition, there were references to terminology which were not clear as to what they were referring to for example, Therapeutic Tree and Small Garden. It would be beneficial if there was a document that simply explained Therapeutic Thinking as an approach that parents or learners could refer to, especially as the policy refered to pupils being consulted during the preparation of the policy. Governors asked if there was a Therapeutic Thinking Outline/Glossary which could be added as an appendix to clarify these terms.	
10.2	Governors discussed that the policy referred to the Rainbow Flag Award and were advised that the PSHE Department (under Ali Haines) was working towards icollege gaining accreditation as a Rainbow Flag school. The award recognises schools which have inclusive practices in respect of the LGBTQ+ community and that this is reflected in all policies. One of the key policies in this respect and especially given the backstory to mainly icollege students is the Antibullying policy and that it should reflect the challenges facing young people around phobic language etc. The Pride Trust emphasises the need for staff to be trained regarding prejudice etc and the policy talks about restorative practices and equal opportunities etc and that it would be beneficial for this to be reflected in the policy. The Headteacher advised that staff are looking to put together a Diversity Group and had a list of staff who were interested in moving this forward and part of that process would be the Rainbow Plan. The Headteacher recommended that Governors ratify the Antibullying policy with an appendix relating to Therapeutic Thinking. The Diversity Group would then look at ensuring that icollege was compliant with the Rainbow Plan, along with other policies. Governors discussed that the policy should refer to compliance being monitored by the Diversity Group, whether the language could be simplified so it was easier for parents and learners to understand, with a link to additional information.	
10.3	Governors referred to page 5 of the policy which includes “exclusion – only if planning period necessary”. This had been flagged previously as the DfE guidance specifies circumstances under which a pupil can be excluded. This does not include a “cooling off “ period. The Headteacher agreed that the language used in the policy required amendment as it was not intended to mean an informal exclusion whilst planning took place. Action: Revised wording to be emailed to Governors for approval, e-link to Therapeutic Training and glossary of terminology to be added. Action: Arrange training for Governors on the Therapeutic Teaching approach. Harry James left the meeting at 7.55pm.	Headteacher MC 06.07.21 Headteacher 2021/22
11.	Any Other Urgent Business – none	

INSPIRATIONKS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATIONKS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTIONY9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCEY11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

D3 06.07.21 Part 1 Minutes Full Management Committee (MC) 27th April 2021 at 6pm (Virtual Meeting)

		Actions
12.1	<p>Focus of Next Meeting:- 6th July 2021 at 4pm</p> <p>Focus: – Teaching and Learning AHT</p> <ul style="list-style-type: none"> - Learner outcomes - Summer School ? - Presentation topic tba (Careers?) <p>S&W AHT – verbal update</p> <p>Strategy Day Outcomes/Governance Review</p> <p>Monitoring/Link Visits reports and focus for next year</p> <p>SEN Local Offer - approval</p> <p>Annual Housekeeping – review of TOR's etc</p> <p>Approve 21/22 Meeting dates</p>	

There being no further business, the meeting closed at 8.02pm.