

D2 27.09.21 Part 1 Minutes Full Management Committee (MC) 6th July 2021 at 6pm (Virtual Meeting)

<p>Present: Maureen Sims – Community Governor (Chair) Jacquie Davies – Headteacher Judith Fisher - Community Governor (Vice Chair) Harry James – Community Governor Bridget CooperEastwood – Parent Governor Emma Fearn – Support Staff Governor Emma Dodridge – Teaching Staff Governor (from 6.05pm) Tim Pritchard – Community Governor Richard Thompson – Community Governor Emma Douglas – AHT (Raising Standards) – Associate Member (to 6.37pm) Faye Miller – AHT (Safeguarding & Wellbeing) – Associate Member</p>	<p>Apologies: Darren King – Community Governor</p> <p>Duration of meeting: 6.00 – 8.10pm</p> <p>MC members will be referred to as governors</p>
<p>In attendance: Joel Gregory – Teacher/Teaching Assistant Intervention – Item 4 only Jill Hills – Clerk</p>	

1.	Welcome, Apologies and Declarations	Action
1.1	The Chair welcomed those present especially Joel Gregory who would be giving a presentation at the start of the meeting. Apologies had been received from Daren King.	
2.	Declaration of Business Interests - None	
3.	Any Other Business - None	
4.	Presentation – Garden Project at Intervention	
4.1	<p>Joel Gregory Teacher/TA at Intervention explained that the gardening project had begun in June 2020 as a way to engage learners with the outdoors and nature. It had started with a few activities/planting and exploded from there. The area had been overgrown and had not been used productively. Within a year it had been transformed into a learning space for students to develop new skills and build confidence as well as being good for their overall wellbeing. Joel shared a video where one student showed Governors around the garden and explained the positive impact it had had on them as an individual.</p> <p>Emma Dodridge joined the meeting at 6.05pm.</p>	
4.2	JG advised that when the student had first joined icollege they had only wanted to stay in the corridors and not engage with lessons. The Garden Project had given them confidence and to understand their abilities and skills which they had then taken into the classroom. JG gave examples of the progress made by individual learners since they joined icollege. Progress had been above what had been expected in part due to their involvement in a number of initiatives including the Garden, Music and Reading Projects. Having an outdoor space where students can let off steam, learn new skills etc had been an important contributing factor to the level of progress made by students this academic year. Students had learnt that they needed to be patient whilst waiting for crops to grow and be ready to harvest and this had built resilience. JG explained that he had no previous gardening experience prior to the project so it had been a interesting journey for him as well as the students. His research had identified the plethora of evidence of the benefits to health, wellbeing, behaviour and learning through involvement with nature. There had been a number of cross curricula benefits including cooking, science and maths. Attendance had improved as students wanted to be there to look after the plants.	
4.3	JG explained how the project would be developed further in future. icollege had applied for £6,000 of funding via the Good Exchange and had been granted match funding for half of this. icollege is aiming to raise £3,000 and The Greenham Trust have committed to match fund this for a further £3,000. There are also enterprise opportunities for example there has already been a project looking at how students can produce their own apple juice. Moving forward other projects include replacing the shed and developing community engagement, including working with a group to look after the garden in the summer holidays. Drawings had been produced showing how the shed area could be developed including workshops which could be used by other icollege students as well as those at Intervention. Development of space at other Units to grow vegetables etc are being explored. Intervention are participating in the Royal Horticultural Society campaign who grade projects from 1 to 5 and students	

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	can become really involved in developing the garden to the next grade.	
4.4	Another benefit has been employability. Some learners have been able to gain work experience for example bricklaying to make raised beds and setting up a pond. The possibility of qualifications being provided via collaborative work with other schools is being looked into. AQA awards have been accessed this year for students.	
4.5	The Support Staff Governor provided feedback on how speaking to a student at Intervention about the garden and how this had helped with their transition to Independence as they had looked at what they could do in the garden there. Governors thanked Joel for his hard work and comprehensive presentation. Joel Gregory left the meeting at 6.18pm.	
5.	AHT Reports	
	Teaching and Learning	
5.1	Governors thanked the AHT T&L for her excellent report which had been circulated with the agenda. In particular the first paragraph which encapsulated the huge effort from the icollege team during another difficult year. <i>“As we enter the final month of the 20/21 academic year, it is incredibly difficult to find the words to convey the magnitude of what iCollege’s staff team and learners have achieved this year. I am going to provide you with details of a magnificent reading intervention in year 10; incredible predicted outcomes for Year 11 and 12 and a catch-up provision which had a huge impact. It will be easy for us all to read this, feel pleased that we have made a difference to another cohort and then briskly move onto planning for next year. But, I would like us all to stop and reflect: this year has been about every teacher, TA, Lead Teacher, Pastoral Manager, Administrator, Caretaker, Health and Safety officer, Business Manager, Inclusion Manager and Senior Leader going to extraordinary lengths, often making huge personal sacrifices to ensure that no learner at iCollege became part of a lost generation of learners.”</i>	
5.2	Governors referred to the targets and progress data and to the number of different strategies employed during the year. These had been triggered by necessity due to the pandemic and asked what different strategies had been specific to this year and whether they would be taken on board for future years. In terms of the icollege progress, this was consistently below the national average target. This suggested that there had been something specific which had impacted the targets, or that icollege targets had been set too low. The AHT advised that the icollege target is always based on the students level of ability when they arrive. Students are expected to make one grades progress per year. icollege targets are already set at accelerated progress as students would normally be expected to progress by three grades between years 7 and 11. However icollege needs to condense this to fit in with the time the student is with them. icollege targets are therefore realistic and why in most cases they will be assessed as “working towards” a grade. Some students will not sit and complete an assessment on entry and so the initial grades of a 1 or 2 reflect this and their mindset and attitude to learning when they join icollege rather than necessarily their ability. The progress then shows how and why coming to icollege has made a difference and that given the right teaching and support progress can be made. icollege always strives for students to achieve the national average as that is often where their baseline at the end of Year 6 shows they should be. This year the gap between the icollege target and the national average has closed and in some cases gone past it due to the quality of teaching, working in smaller groups and tools used during lockdown. For example, speech assessments could be undertaken virtually whereas in previous years, if they wouldn’t come into the unit then there had been no assessment/grade. The introduction of homework platforms and remote learning has enabled some students to engage with learning better than if they had needed to come into units. These are the sorts of approaches which the AHT was hoping to be able to continue with. icollege had introduced a catch up week where work was taken to students along with other initiatives in order to maximise the evidence collected to support Teacher Assessed Grades (TAGs). This doesn’t work as well with external exams, although it would be possible to sit exams at home if proper invigilation was in place.	

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5.3	Governors commented that the report was very detailed and inspiring given the extraordinary year and the measures which had needed to be put in place. The AHT was feeling positive about student outcomes/grades. icollege had been asked to provide samples of evidence to support submitted grades for Maths and Biology. icollege will not know until the 16 th July if any of the TAGs will be changed. The exam boards will review a sample from all the samples they have requested, so it is possible that icollege assessed grades will not be looked at even though they have been requested. The AHT was confident that icollege had used robust systems for determining the TAGs.	
5.4	Governors commented on the last page of the AHT's report around Pupil Voice and felt this was very powerful. Emma Douglas left the meeting at 6.29pm.	
	Safeguarding and Wellbeing	
5.5	Governors thanked the AHT S&W for her report which had been circulated with the agenda. Attendance/Authorised Absences - Governors asked about the rag rating for authorised absences which was unable to reflect the flexibility and the measures taken to ensure continued learning during covid in addition to the complex circumstances of the cohort. Governors would look forward to an update from the meeting the AHT had planned with Lead Teachers and the Education Welfare Officer around improving attendance and the coding of absences. The AHT advised that there were a number of pieces of work taking place around this and that she had discussed with the Headteacher that the attendance data being recorded does not reflect a true picture of whats happening, due mainly to the limitations of the DfE coding structure for absences. As it stands the data would never do icollege justice when it comes to attendance. The AHT gave an example of a student who on joining icollege, had really low attendance c.30%. Six months later their attendance was showing as zero but this was because the student was engaging with offsite activities. In reality therefore, this was a significant improvement from their starting position but this was not reflected in the attendance data. They had gone on to sit exams which they probably would never have sat if icollege had pushed the student to attend one of the Units initially. This was not necessarily due to covid, as this type of scenario was evident pre covid. The AHT had discussed with the Headteacher preparing a case study from each unit in readiness for Ofsted or other interested stakeholders which showed the narrative behind the figures.	
5.6	The AHT had met with the Education Welfare Officer and a further meeting would take place in September, to hone in on how icollege is recording attendance, in particular the B's and C's and making sure that the Admin Teams and Lead Teachers are using the correct codes. The SIMS Team are looking into creating a bespoke report for icollege to show attendance and including B codes within the report as this is used when students attend offsite activities. The AHT would also be undertaking training for Admin and those staff who input to SIMS. Governors asked if the providers of the offsite activities would log how long a student was with them on a particular day. The AHT advised that this was another area which had been worked on in recent months. Some providers were very good at calling to notify icollege if a student had not arrived for a booked session/activity. If a school transport taxi had been arranged for the student, then often the drivers will contact icollege if they had gone to collect a student who had not then gone to the activity. This approach has worked well and had enabled icollege to keep track of students. Governors asked whether this attendance/non attendance data fed into a central system so that on a daily basis it was possible to see who had and had not attended. The AHT advised that daily or weekly reports could be run from SIMS which would identify students coded as a B. The system allows for notes to be added so more detailed information can be recorded against individual students. Governors asked if rather than focusing on attendance and increasingly as icollege looks to IT for support for students, whether engagement would be a better indicator as this would reflect students efforts. Governors discussed that whilst this could be an alternative measure Ofsted would still expect to see attendance data.	
5.7	Governors noted the significant difference in attendance figures when authorised absences are included and sought clarification of what constituted an authorised absence. The AHT advised that authorised absences would be used for medical appointments or illness. SIMS can produce a report of the number of absences attributed to each B or C code. Both of these codes are used to record authorised absences. C is used for "authorised circumstances" which can be vague and it is at the	

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	schools discretion to determine whether the circumstances are sufficiently “exceptional” to warrant a C code being recorded. Given the nature of the cohort and provision icollege needs flexibility around what warrants the use of the C code.	
5.8	Governors referred to the authorised absences recorded against Intervention and Independence which appeared high compared to Inspiration and the POD and asked why this was the case. The AHT advised that Intervention and Independence were typically Units where icollege is frequently over numbers for students. This impacts on timetabling etc and increases the use of offsite activities. Intervention and Independence are both Secondary School age students and they tend to travel further and more independently which can result in transport issues. If a student has been unable to attend due to a lack of transport then this will be coded as an authorised absence.	
5.9	Governors discussed that whilst they understood the uniqueness of the cohort, attendance was an area of concern. Governors discussed that the May 2021 update from the DfE included a comprehensive list of codes Local Authorities could use to record attendance or absences. It would be beneficial for the AHT to have a look at these and report back on which ones could be useful for icollege moving forward. The codes available would be useful to include in the next AHT report alongside how these codes are being used. The AHT advised that she had looked at the DfE document and had arranged a meeting with the Education Welfare Officer for 9 th September 2021 to look at and plan how icollege could improve attendance and how this would improve authorised absences to be managed. When combined with the work by the SIMS Team, this should enable clearer and more bespoke reporting moving forward. The Headteacher added that for icollege attendance is a blunt instrument for monitoring purposes due to the nature of the cohort and more narrative is needed around how icollege works with its students. icollege has always been painfully honest and straightforward when recording/reporting on attendance. icollege does however need to be smarter about how its supports students to get them into Units or to engage with offsite activities. Governors discussed whether given the uniqueness of the cohort, whether having a student physically in a classroom was as important as how a student engages with the service and the benefits that brings. Governors referred back to the example quoted during the presentation on the Garden Project at Intervention which had led to better engagement with learning and attendance and how this can be translated within the data. Action: AHT to report on progress refining how attendance is recorded etc in her next report.	AHT S&W MC 05.10.21
5.10	Staff Wellbeing Survey – Governors commented that there had been some positive comments from staff during the survey along with suggestions for improvement. Governors asked if the trends were new for this year and how will changes implemented as a result of the survey be measured and what will the success criteria look like. The AHT advised that the same survey is repeated two to three times a year to measure changes in the way staff are feeling. Themes do vary from one survey to the next and the survey used this time was a new version provided by Rupert Hutchinson (icollege Counsellor). The Headteacher added that there had been some themes emerging from the survey and work was now needed to go back to individuals to establish what was behind their comments. For example although comments around IT and improvements needed to systems will come up often, the problem can be around user error or training whereby those members of staff who do not use the system on a regular basis struggle when they are then required to use it. The AHT advised that she had already started to follow up comments with individuals. In some cases changes could be implemented based on a single comment if it was significant enough to warrant a change. A Staff Governor commented that the follow up by the AHT had been very good and had made them feel that the time taken to complete the survey had been worthwhile and that they felt valued.	
5.11	Governors asked what the final response rate had been, as the deadline had been extended due to the initial response rate being low. The AHT advised that the final return rate was 62% which was considered high.	
5.12	Governors referred to the outcomes from the Staff Wellbeing Survey and that one of the improvement areas was Governance and asked for clarification . The AHT advised that this related to comments from some staff around their lack of understanding the role of Governors. The comments had also acknowledged that due to the pandemic it had been difficult for them to get to know Governors as they had not been able to visit Units. The visibility of Governors would naturally improve as restrictions are	

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	<p>lifted. Areas identified for improvement were staff understanding of what a Governor does and what the focus of individual Governors was. The updating of the Governors details on the noticeboards would also help. Emma Fearn had volunteered to update the notice boards and the Clerk had requested photographs from Governors. Action: All Governors to forward photos to the Clerk for the noticeboards and website.</p>	All Governors End of term
5.13	<p>icollege Counsellor – Governors asked about the role of the Counsellor who is very skilled and experienced which was supported by his comments in the AHT report and his ongoing commitment to CPD and professional standards. Would it be useful from a value for money perspective to obtain anonymised data from staff who had accessed these services, around whether their work practices have benefited, whether they had reduced time off work due to mental health related issues and has added to staff retention. The AHT advised that whilst there could be benefit in obtaining this information, it is difficult to ascertain due to the need to maintain confidentiality around which members of staff are accessing Counselling services and why. Whilst some staff may be willing to share their experiences of the service, others may not. It may be possible to include an optional question around if staff wished to share their experiences they could do so anonymously. Governors asked how the information if collected would be used. The AHT advised that it would be used to measure staff appreciation of the service and whether it was having a positive impact on staff wellbeing, however maintaining confidentiality would be paramount. Where staff have feedback to the AHT it had always been positive. It was agreed that it would be beneficial for the AHT to report on the number of cases dealt with by the Counsellor including admin time as a baseline, which would then support whether the service was providing value for money. The Counsellor would then be invited to give a presentation to Governors at a subsequent meeting, the information gathered enabling a more focused discussion.</p> <p>Action: AHT to look into ways feedback could be obtained from staff accessing the Counselling services and to feedback to the MC data on the number of cases including admin time.</p> <p>Action: Invite Counsellor to give a presentation to the MC.</p>	<p>AHT S&W MC 07.12.21</p> <p>AHT S&W/ Headteacher MC 15.02.21</p>
5.14	<p>Team Teach – Governors referred to the physical interventions that were sometimes required and asked how this is managed across units when only one third of staff are Team Teach trained and often move between Units. The AHT advised that the members of staff who are Team Teach trained were carefully selected. All Primary staff including those in the POD have been trained on the basis that this is where the majority of physical interventions are required. In addition all Lead Teachers along with one or two other senior members of staff have been trained in each Unit. As all staff are involved with Therapeutic Thinking training, this should reduce the number of instances whereby physical intervention becomes necessary. Where staff from one Unit help out at another Unit, for example to cover sickness absence then they are usually deployed to work with the less challenging students leaving staff who are more familiar with the students to work with those with more complex behavioural issues. Governors asked if there was data around how often physical interventions had been needed. The AHT advised that instances are recorded in each Unit and is analysed especially within Primary Units. In the past this data has been included in the reports to the Management Committee and could be reported on say annually. Action: Consider the best time to report data around the use of physical interventions.</p>	AHT S&W MC 07.12.21
5.15	<p>Contextual Data – The Headteacher had circulated with the agenda contextual data about the service which demonstrated a remarkably similar picture to previous years. The Headteacher advised that the data clearly showed that the pressure points within the service are around Year 6 Primary and Year 11 Secondary places. During 2019/20 icollege had 19 Year 10 students and then in 2020/21 29 Year 11 students, meaning that 10 of those students were only with icollege for the one year. Referring back to the remarkable progress achieved by these learners (one third of the cohort) was especially significant when considered within the context of the level of progress being made in one year. The Census data highlighted the similarities in the overall number of students placed with icollege i.e. 2019/20 87 learners and 2020/21 86 students. However, it would not necessarily be the same students for a full year. The number of students with SEN/EHCP's and requiring SEMH support has increased by c.10% over the last three years.</p>	

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5.15	For 2021/22, there are likely to be 48 students requiring places from September with another 8 students who will miss the last Pupil Placement Panel (PPP) for this academic year. Inreach will be used to support these students until a formal PPP referral can be organised in September.	
5.16	Governors were advised that there is a SEND tribunal in progress which had been delayed and so will take place during the summer. The case is between the parent and the Local Authority rather than icollege provision.	
5.17	Governors asked whether teachers can teach across all Year groups as 50% of students are in Years 10 and 11. The Headteacher explained that students are grouped by Years within Units. Years 9 and 10 are grouped together, Year 11's are taught at Independence along with Post 16 students. The Unit where this can be more difficult to manage is at Integration where students can range from Year 7 to Year 11. Integration is used for students needing Inreach and with fixed term exclusions. There are more students in Years 10 and 11 as this is the stage in their mainstream education where they are more likely to be permanently excluded. It is at this stage that Secondaries are likely to recognise that students are not likely to achieve their full potential and that they are more likely to be successful with support from icollege.	
6.	Local Offer	
6.1	The Chair advised that the Local Offer is updated annually ready to go onto the West Berkshire website in September. It was agreed that as there had been insufficient time for Governors to review the document prior to the meeting it would be circulated by email with any comments fed back by 13 th July and then it could be e-approved. Action: Clerk to circulate Local Offer and Governors to provide comments by 13th July 2021.	Clerk/ All Governors 13.07.21
7.	Minutes of the Meeting on 27th April 2021 & Matters Arising (not included on the agenda)	Actions
7.1	The minutes of the MC on 27 th April 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.	
7.2	Matters Arising	
	6.2 Governors Safeguarding Training – BCE had provided certificates showing that her safeguarding training was up to date. The Clerk would follow up any other outstanding training as part of the annual update in the Autumn Term. Action: All outstanding Governor safeguarding training to be completed as soon as possible.	Clerk MC 05.10.21
	6.3 Governor annual declarations. Action: Clerk to follow up any remaining gaps in annual declarations. Post meeting note: All declarations will need to be renewed in the Autumn Term and any gaps will be followed up at that point.	Clerk Autumn Term
	6.5 Health and Safety Visit – The Health & Safety Governor advised that a schedule of visits was being produced by the Health and Safety Co-ordinator in readiness for the next academic year. Action: Agree schedule of H&S visits for 2021/22.	H&S Governor MC 05.10.21
	7.7 Place Funding Models – HJ advised that he had been in touch with his contacts but they had not got back to him. Action: Finance Chair to follow up place funding models with contacts.	HJ MC 05.10.21
	7.9 2021/22 Budget Approval – The budget had been signed off and submitted by the 1 st May 2021 deadline.	
	8.1 SFVS – The SFVS had been submitted to WBC by the deadline.	
	9.2 SEF – Updated document had been circulated to Governors.	
	9.7 Customer Views – Discussions were ongoing as to how icollege could capture the views of its customers to inform the Strategy Day.	

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	<p>Action: Consider how “customer” views and vision for icollege could be captured to inform the Strategy Day.</p> <p>10.3 Antbullying Policy – The Policy had been updated.</p> <p>10.3 Governor Training – Therapeutic Thinking – The AHT S&W advised that the Local Authority are in the process of putting together training for Governors and she would forward the information as soon as it becomes available. Action: Forward training information for Governors on the Therapeutic Teaching approach.</p>	<p>HJ & Headteacher 03.09.21</p> <p>AHT S&W Autumn Term</p>
8.	Feedback from Committees	
8.1	<p>Finance Committee – Minutes of the meetings on 23rd March and 20th April 2021 had been circulated with the agenda. The meetings had focused on the year-end forecast and budget strategy. As these had both been reported to the MC on 27th April 2021 when the budget for 2021/22 had been approved there was no need to discuss this further at this meeting. The Finance Chair drew Governors attention to the following:-</p> <ul style="list-style-type: none"> • WBC Internal Audit Report – Agreed actions arising from the report had been or are in the process of being implemented. This will continue to be monitored by the Finance Committee; • Budget Monitoring – From September, the Finance Chair and SBM will be meeting on a monthly basis to discuss the Budget Monitoring Reports before they are circulated to the Committee; • Finance Actions – As there are a number of documents such as the Internal Audit Report and SFVS which include actions relating to icollege financial procedures and controls, the Chair had undertaken to pull these together into one action plan which would inform the work of the Committee during the year; • Heads Funding Group Working Party – A series of meetings had been arranged by WBC, the first of which was on 7th July 2021 to undertake a review of icollege. The Headteacher would be attending the meetings on behalf of icollege and the Chair of Governors had emailed WBC to advise that a Governors should also be present. It appeared that there were elements of the review which the LA felt is within their remit to determine, when icollege felt that they should be within its remit to agree. Further updates would be provided as the review progresses. 	
8.2	<p>Personnel Committee 8th June 2021 – The Chair gave a verbal update on the key focus of the meeting which had been on:-</p> <ul style="list-style-type: none"> • Support Staff Appraisal procedures and outcomes. All Support Staff appraisals are now recorded on SIMS; • CPD and training for 2021/22; • The Covid Risk Assessment and in particular that masks will still be worn in communal areas but not in classrooms; • Staffing levels and in particular the setting up of POD+ and the move to Moorside; and • the SEND Policy. 	
9.	Strategy Day	
9.1	The Chair advised that the new date for the Strategy Day was 3 rd September 2021. Arrangements for the day would be dependent on the covid guidelines/restrictions in place at the time but it was the intention to hold the day face to face if at all possible. The Chair had invited Ian Pearson (Head of Education) and Michelle Sancho (Education Psychologist) would also be attending for as much of the day as possible, in order to provide LA input.	
9.2	The agenda and governors preparation information had been shared previously and Harry James who would be facilitating the day would provide further information, explaining that the aim of the Strategy Day was to enable icollege to determine its direction of travel over the next 1 – 5 years. A large part of	

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	making those decisions was understanding where icollege is currently. Governors were encouraged to familiarise themselves with the School Development Plan (SDP) and Self Evaluation Form (SEF) prior to the day.	
9.3	The Headteacher advised that as 3 rd September was an INSET day there was the opportunity to invite a cross section of staff to attend. This would be staff who work 4/5 days a week as they are paid to attend INSET days. This would be discussed further during the next KIT (Keep in Touch) meeting with the Chair. The venue for the day was also discussed on the basis that there would need to be sufficient space to accommodate any covid related distancing requirements etc.	
10.	Website	
10.1	The Headteacher advised that she had analysed useage of the website for the month of June 2021. On average the website had 14 visitors per day with 111 visitors in total for the month which included 80 new visitors. There had been 122 hits on the home page, 18 on curriculum and between 1 and 4 on the other areas of the website. The Headteacher advised that the 122 hits were in effect "bounce backs" i.e. visitors had arrived at the site by mistake and went no further. The average bounce back for schools is typically between 30% and 40%, but icollege's is much higher than this. Further analysis had identified that the 18 visits to the curriculum area had been when Donna Fox had been undertaking preparation work for the Strategy training.	
10.2	There had been visits from Basingstoke, Reading and Southampton. The latter were most likely relating to the two referrals icollege had received recently from the Southampton Virtual School. Other locations included Liverpool, Birmingham, Bristol, Finland, South Africa, Austria and India. This indicated that the website is not currently well used by individuals or organisations who have a genuine need for icollege provision. Whilst the website needed to be improved, in doing so it was important to ensure that the correct end users and audiences were being targeted. Currently the website is not being utilised by parents or students. Ofsted will use the website for background research pre inspection. icollege would benefit from a wider presence within the community in respect of expanding opportunities for work experience for students. The website needs to be legally compliant with what the DfE expects schools to publish online and it needs to celebrate icollege and students achievements/activities.	
10.3	Governors discussed the importance of the website and that one of the reasons why it is not used more could be due to it being not very user friendly. If it was more accessible it could be beneficial to both new parents and students to find out what it is icollege does etc. The Headteacher advised that the website cannot be used to attract parents/students as they are not able to apply to come to icollege in the way they would to a mainstream school. It could be used more as a tool for communication with students and other stakeholders, but that the effort needed to set up and maintain the website needed to be considered in the context of the benefits. The website could be revamped, possibly internally by staff and this had been discussed previously. In order to ensure that the website is compliant, staff had already been given responsibility for maintaining sections of the site. Governors discussed that another audience could be organisations that were looking to fund/provide grants/match funding, for example the Garden Project discussed at the beginning of the meeting. This could be a longer term benefit for icollege. The Headteacher agreed that more was needed to publically thank supporters such as the Greenham Trust and the Good Exchange for supporting icollege projects.	
10.4	Governors discussed that the website could be developed to act as a portal for students to access programmes such as Satchel 1 and for homework as students can sometimes forget where they need to go to access these and a link via the website could be beneficial. This would raise the profile of icollege in a positive way with both parents and students but it was important to keep it simple and not overwhelming. It could also be beneficial for parents of students with EHCP's who may have identified icollege from the Local Offer included on the WBC website.	
10.5	Governors discussed the need to tie the development of the website into the outcomes from the Strategy day. Once the icollege direction of travel over the next 3-5 years had been determined, the website would be a useful way to communicate this to the wider community. Development could therefore include involvement of stakeholders such as The Greenham Trust and as a portal to other functions for students etc.	

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		Actions
	Action: Consider further the role of the website in the context of the outcomes from the Strategy Day.	Chair & Headteacher Autumn Term
11.	Governor Skills Audit & Financial Skills Audit	
11.1	The Chair advised that the Governor and Financial Skills Audits are reviewed and updated periodically to ensure that as a whole the MC has a sufficient cross section of skills and experience to enable it to discharge its responsibilities. As there are several vacancies this would be a good point to carry out such a review to inform the recruitment drive. The Chair, Vice Chair and Clerk had reviewed the questionnaire used previously and made some changes to tailor it to the needs of icollege. The Chair of the Finance Committee is looking at the questions relating to the finance element. Ideally the questionnaires should be completed prior to the Strategy Day. Action: HJ to forward review of Financial Skills questions to the Chair.	HJ ASAP
12.	Link Visits	
12.1	Safeguarding Governor reports – The Chair in her capacity as Safeguarding Governor advised that she had met with the AHT S&W and undertaken a virtual review of the Single Central Record. The key focus was on the changes to the Keeping Children Safe in Education statutory guidance which has now been published and comes into effect on 1 st September 2021. As expected the guidance has made changes to safer recruitment requirements and peer on peer abuse. A training link had been sent to all Governors who were encouraged to complete the module as this would be the key focus. The Safeguarding Governor would be completing online training on Peer on Peer abuse and attending the the WBC Safeguarding Network this week. The meeting with the AHT had looked at the revised Safeguarding Audit which is completed annually and the AHT S&W had already started to look at the latest requirements ready to complete the audit during the Autumn Term. There was also a planned Peer Review by the LA. icollege had been linked with Theale Green for the purpose of the review which would include the Designated Safeguarding Lead (DSL) and Governors. Further information was awaited from the LA.	
12.2	SEN Governor reports – The SEN Governor had met with Emma Dodridge on 22 nd June. The focus had been on SEND/EHCP provision and challenges and the impact of covid. A copy of the report had been circulated with the agenda. One of the key points had been the amount of liaison that is required with other sections of WBC and external agencies. One of the questions coming out of the visit was how icollege can demonstrate for Inspection purposes the hard work and lengths icollege goes to to adapt the curriculum for those students with SEN. Emma Dodridge referred back to the AHT T&L report at the start of the meeting as to the lengths icollege goes to ensure that all students including those with SEN have the opportunity to engage with the curriculum and the degree of flexibility about how the curriculum can be adapted where necessary.	
12.3	Music Project – JF had met with Suzanne Giaeever-Enger on the 23 rd June to follow up on the Maestros Music Project which had been a huge success. The project had had a positive impact on students. It had been confirmed that the project would continue into 2021/22 with students currently in Year 10 at Intervention continuing with music lessons into Year 11 at Independence. Maestros were very keen to continue to support the project and it was hoped moving forward that they could provide music lessons at one Unit per term. From a financial perspective, the target for fundraising of £3,500 had been reached bring the total funding to date to £8,500 which was remarkable. The project ties in with the creative element of the curriculum discussed at recent Strategy training for Governors. The previous week, parents and siblings had been invited into icollege to hear students perform, including one student who is hearing impaired but loves music and another who is gifted and learning an instrument, which would never have been identified if it wasn't for the project.	
12.4	Reading Revolution - The visit had also looked at the Reading Revolution project whereby students have 20 minutes a day set aside to encourage students to read and to develop an enjoyment of reading. Some of the students had said they had really learnt from the experience and whilst they may not have enjoyed it all of the time, recognised that their skills had improved. As students join icollege throughout the year, the ones who had benefited the most were those that joined in the Autumn Term with other students being dropped into the project as they arrived.	

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

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12.5	Teacher Assessments (TAG's) & projects – The visit had focused on the evidence gathering process for speaking and listening.	
12.6	Careers – The Link Governor for Careers had met with the Careers Lead to look at the support given to students and the use of the Gatsby Benchmarking process used to assess whether the careers support being provided is appropriate. TP had been hugely impressed by the high quality work undertaken in respect of careers. The impact of the pandemic had been discussed including how this had disrupted relationships with local employers in order to provide work experience opportunities for students. The role of the Enterprise Adviser was discussed who is responsible for supporting c.12 apprenticeships. They were very keen to promote STEM (Science, Technology, English and Maths). They have links with a Southern Apprenticeship Network which it is hoped will broaden out and develop a constructive relationship for icollege.	
12.7	Health & Safety visits – covered under Matters Arising.	
12.8	Focus of 2021/22 visits – The Chair advised that the focus of next years visits would be informed by the outcomes from the Strategy Day but that the website would be an important area of focus.	
13.	Policies	
13.1	Early Careers Training Policy A draft policy had been circulated with the agenda in response to the DfE changes to induction training for Newly Qualified Teachers which came into effect in September 2021. The policy was based on the WBC model. Governors asked if icollege would have any teachers this would apply to. The Headteacher advised that this would apply to one teacher. Governors referred to section 4 of the policy which included that “The governing body will be kept aware and up to date about induction and the progress of ECTs through the headteacher’s report and/or direct contact with the ECT Induction Tutor in school”. The induction Tutor for the 2021/22 academic year would be the AHT T&L. Governors asked which route would be used to report on progress. The Headteacher advised that reports to Governors would be via the AHT T&L report. A Continuing Professional Development Policy had also been drafted ready for Governors to review in September and this was also being monitored by the AHT T&L. Governors asked who would be the Tutor for the Induction process. The Headteacher advised that the Tutor would be either the AHT T&L or a Head of Department, depending on the subject and capacity. Governors were concerned about capacity with the AHT T&L’s responsibilities for so many areas. Governors asked if the LA would continue to be the ECT course provider. The Headteacher confirmed that icollege had bought into the SLA with WBC for courses. Governors agreed that subject to an amendment to Section 4 to reflect that the AHT T&L would be reporting to Governors the policy could be approved and signed off. Action: Update Section 4 of the ECT Policy ready for sign off. Action: Include CPD Policy on MC agenda for October 2021.	Headteacher Sept 2021 Clerk MC 05.10.21
14.	INSET Dates	
14.1	Governors approved the following INSET dates for 2021/22 academic year:- <ul style="list-style-type: none">• Wednesday September 1st 2021 (compulsory for all staff)• Thursday 2nd and Friday 3rd September 2021 (to enable the opening of the Pod+ and smooth transition for learners)• Tuesday 4th January 2022• either Friday 22nd October 2021 or Friday 27th May 2022; 22nd October for teaching staff appraisal 'round-up' and 27th May for support staff appraisal 'round-up'.	
15.	Meeting Schedule for 2021/22	
15.1	The Chair thanked the Clerk for putting the meeting schedule which is a mammoth task trying to negotiate the numerous constraints and deadlines as to when meetings need to take place. The Clerk advised that the schedule had only been circulated to Finance Committee Governors currently as some of the start times were still to be finalised. Action: Clerk to finalise meeting schedule and circulate to Governors.	Clerk 23.07.21

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16.	Any Other Urgent Business	Actions
16.1	The Chair thanked Governors and Staff for their support and everything they had done to support students during the year.	
17.1	Focus of Next Meeting:- 05.10.2021 at 6pm Focus: – AHT T&L Report Strategy Day/SEF/Annual Review of Governance/Skills Audit Safeguarding/Covid update inc Risk Assessments PPG/SPG statements Finance Committee feedback Policies	

There being no further business, the meeting closed at 8.10pm.