

WestBerkshireCouncil icollege alternative education Management Committee

FINAL Part 1 Minutes Full Management Committee (MC) 15th February 2022 at 6pm (Virtual Meeting)

<p>Present: Maureen Sims – Community Governor (Chair) Jacquie Davies – Headteacher Judith Fisher - Community Governor (Vice Chair) Bridget CooperEastwood – Parent Governor Emma Fearn – Support Staff Governor (to 8.11pm) Tim Pritchard – Community Governor Annette Priestley – Local Authority Governor Joseph Clarke – Community Governor Emma Douglas – AHT (Raising Standards) – Associate Member (to 6.48pm) Faye Miller – AHT (Safeguarding & Wellbeing) – Associate Member (to 8.11pm)</p>	<p>Apologies: Richard Thompson – Community Governor Emma Dodridge – Teaching Staff Governor Darren King – Community Governor</p> <p>Rebekah Dee – Local Authority Governor designate</p> <p>Duration of meeting: 6.00 – 8.13pm</p> <p>MC members will be referred to as governors</p>
<p>In attendance: Rupert Hutchinson – Counsellor for Item 4 only Jill Hills – Clerk</p>	

1.	Welcome, Apologies and Declarations	Action
1.1	The Chair welcomed those present, in particular Annette Priestley and Joseph Clarke whose election to the MC was on the agenda. Annette and Joseph briefly introduced themselves to Governors. A third new Governor, Rebekah Dee had sent apologies as she was unable to attend due to illness. Apologies had also been received from Richard Thompson. Post meeting note: Retrospective apologies had been received from Emma Dodridge and Darren King.	
2.	Declaration of Business Interests - None	
3.	Any Other Business – The Chair advised of two matters of AOB, around work she had completed and recording of meetings. Bridget CooperEastwood had some technical difficulties and rejoined the meeting at 6.09pm	
4.	Presentation – icollege Counsellor	
4.1	Rupert Hutchinson, icollege Counsellor advised that he works with students from age 11 upwards as well as icollege staff. He continues to work with learners who have been reintegrated back into mainstream schools as well as those who have been referred to him by a Secondary school, where a learner is at risk of exclusion or is struggling to engage with education. He works full time and endeavours to plan his visits so that he minimises travel time between schools etc. He applies a whole school approach in order to normalise the process and reinforce that talking to a counsellor is nothing to be ashamed of, doesn't need to be secretive and is available to all. In recent years the uptake by staff has increased with him having seen 26 members of staff since icollege was formed. This could involve face to face sessions or by telephone as per learners, especially during lockdown. Video links are not used for sessions with learners. Staff can self refer or may be referred by their Line Manager following discussion at appraisals etc.	
4.2	For learners, the Counsellor runs virtual group sessions to introduce himself and the service. During lockdown, a video was made of life at Independence and a section of this included the role of the Counsellor. He explains that talking to a Counsellor can help work through some of the emotions they may be feeling and can build confidence around their lives. He stresses that his sessions are not instead of friends, family, other staff at icollege, but as well as. Confidentiality is stressed right from the outset. A consent form is completed during the first session which includes a list of people the learner or staff member is happy for him to let know that they are accessing Counselling, which could include external agencies such as Adviza and Youth Opportunities Team. As well as having the time to listen, the Counsellor focuses on what is the therapeutic task, where does the conversation need to go, where are they stuck and what are they trying to communicate, so that the approach can be adjusted to fit the learner. This might involve playing games as a way to explore the issues and trying different ways of dealing with situations. The Counsellor focuses on the whole person.	
4.3	Governors referred to the Counsellor's role as Mental Health Lead which involved the completion of specific training and asked what impact this had on workload and how it enhanced the role as Counsellor. The Counsellor explained that the training is being run by Creative Education and that he	

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4.4	<p>is part of the first cohort. The training has involved an increase in workload. The course involves developing plans for introduction within settings. He was in the process of undertaking an audit of what processes are in place and what might be needed in the future. These would be discussed with the Headteacher and AHT (S&W) shortly. One of the ideas from the training has been to extend the staff wellbeing surveys which take place at the start and end of each academic year to surveying learners as well. Another possibility was running workshop type courses on topics such as trauma, the teenage brain, self harm and attachment theory to both parents, learners, staff and Governors. He also contributes an article in the termly newsletters which go to staff and learners.</p> <p>The Support Staff Governor advised that the Counsellor's enthusiasm, empathy, knowledge and experience is valued by both staff and students. The Headteacher added that the Counsellor deals with some difficult circumstances and that icollege pays for clinical supervision so that he can manage the trauma he is exposed to though his role. This support is provided externally and he meets with them every fortnight. icollege has been able to feed the Counsellor's experience into the internal training process for staff e.g. Inset training around knowledge retention and memory. During lockdown he had been in regular communication with staff via email, providing them with ideas and pointers as to where to find support if they needed it. Governors thanked the Counsellor for his informative presentation and for everything he does for icollege.</p> <p>Rupert Hutchinson left the meeting at 6.30pm.</p>	
5.	Teaching and Learning AHT Report	
5.1	The Teaching and Learning AHT Report had been circulated with the agenda. The Chair introduced the report by commenting that she had noted when reading "Good Start Snowdrop" and that the report made for a good read. The AHT advised that the report is compiled based on updates provided by all of the Units and Heads of Department (HoD) combined with assessment and monitoring feedback.	
5.2	Governors referred to page 2 of the report – Areas for Development and asked for further information about the need to move learners on from guided to independent learning, especially given the challenge covid would cause in relation to this. The AHT advised that it can be difficult balancing the development of independent learning as doing this too soon can lead to the student disengaging with learning. It is also difficult with subjects such as Science and Enterprise and Marketing where because icollege lessons are short and there is a lot of knowledge to impart, leaving minimal time to review and embed what has been learnt. It is therefore important to have a lease five minutes to do this at the end of the lesson so that Teachers can identify the next steps. Both Teachers who had been observed had advised that they would recap and apply the learning at the subsequent lesson. However, the AHT had felt it was important that at the end of a lesson, Teachers were able to assess "what do I know they know" and "what do they know they know", hence it had been flagged as a development area.	
5.3	Governors asked for clarification as to what the Jigsaw trial entailed. This is a programme which initially focused on Primary schools but has subsequently been extended to include Secondary schools. It introduced a sequenced and active approach to Personal, Health, Social and Economic Education (PHSE). This has had a resurgence recently and the package had been bought in to ensure consistency across icollege.	
5.4	<p>Governors asked for the reasons behind the increase in learners who are Not In Education, Employment or Training (NEET). The AHT advised that she had discussed this with Ali Haynes (Careers Lead). In September, learners were doing well and all had placements at college on the back of good outcomes. As the year has progressed some have tried a different course or apprenticeship but this has not been successful. The AHT felt that there were several factors impacting on this:-</p> <ul style="list-style-type: none"> during the pandemic, learners had not been exposed to college life, they had not been able to go out and see what college was like; some students had been fearful of coming into school during the pandemic and as a result had not wanted to discuss going onto college. This had delayed decisions until the last month or two of last academic year and so some decisions had been rushed; and due to limiting the number of learners in the same room during the pandemic, icollege had reduced class sizes to two learners at a time, with eight 30 minute lessons per day. As a result 	

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	<p>there had been much more handholding involved than usual. Learners had not therefore, built up the same level of stamina, confidence and resilience as per previous Year 11 cohorts. In addition, they had not sat exams due to covid resulting in a lack of pride in what they'd achieved.</p> <p>icollege had continued to support learners up to January/February 2022, which was in excess of the timescales they would normally be involved with learners who have left, in an attempt to ensure they did not become NEET. Learner mobility information had been included in the Contextual Data report circulated with the agenda.</p>	
5.5	<p>Governors asked if Teacher Assessed Grades (TAG's) were still continuing, although the Government had indicated that there would be exams this Summer. The AHT advised that TAG's had been put in place before the end of the Autumn Term as a contingency. There would be two weeks of mock exams after the February half term which could be used as evidence to support TAG's if required. There were contingency plans for another exam week in the Summer Term should the exams be postponed again due to the pandemic. As learners were with icollege for such a short period of time there needed to be a balance of assessments to ensure that there was time to teach them.</p>	
5.6	<p>Governors appreciated the honesty in the report around staffing shortages, illnesses etc and the constant need to juggle how to manage the situation so that learners didn't miss out. This has been sustained throughout the pandemic. Timetabling had become an art form and every morning was like a game of tetris, trying to make lessons fit in with staff availability. Governors were grateful that the AHT had made them aware of how difficult it was to manage on a day to day basis. Governors referred to the references in the report to the challenges being experienced at Integration as a result of the learner crisis, which had developed in mainstream schools through the pandemic and how this was filtering into icollege through the learners referred for support. The impact was that the focus has to be on a higher percentage of time being spent on therapeutic aspects. This years Key Stage 4 (KS4) learners have had their whole time in KS4 dominated by covid. In light of this, Governors asked what the AHT's expectations were around the mock results. The AHT advised that the mocks were about more than the results. For example, the mocks being sat after half term were about learners experiencing being sat in a room for up to two hours to sit an exam and exploring with learners how they manage this. Therefore, using the experience to award a grade is a small part of this. The process was also intended to identify for Teachers what needed to be done next in order to prepare learners for summer exams. Predictions of grades will therefore be treated carefully. Some learners will do better than others who will find the experience more challenging and some may do better than they expected to.</p>	
5.7	<p>The AHT highlighted to Governors that due to the pattern of referrals etc, those learners who have been with icollege since Year 9 have therefore experienced the whole of their education during the pandemic. However, apart from first lockdown icollege had remained open whilst, those learners who have joined icollege in Year 11 have had the last two years of their education disrupted by covid and lockdowns, with the provision of online learning for a considerable proportion of the time. In reality, those learners have not engaged with online learning and have therefore arrived at icollege with little schooling for 18 months. The degree of gaps in their learning are therefore significantly higher than those typically experienced, which provides a real challenge.</p>	
5.8	<p>The AHT (Safeguarding and Wellbeing) concurred with the comments made. The number of learners who are on Child Protection Plans (CP) or are a Child in Need (CiN) within the current cohort is double that previously experienced, alongside other safeguarding issues, coping with numerous changes in staff due to covid etc.</p>	
5.9	<p>Governors asked whether in light of the comments around exams, whether the AHT anticipated a higher number of learners becoming NEET this year as well. The AHT advised that trips to college had been planned and facilitated to enable all learners to participate. However, numbers had dwindled to just three learners. Despite the Careers Lead providing support and opportunities as per earlier years, there appears to be less take up by learners. Governors asked what were the options for those who became NEET and what provision would be available to them. The AHT advised that icollege provides ongoing support via the Careers Lead for six months after learners leave. They also have</p>	

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	<p>access to Adviza (careers service) and Alice Pye (WBC support for NEET learners). icollege organises twilight sessions for parents and learners to come into Independence to discuss options. This is backed up by emails and phone calls on a weekly and sometimes daily basis if necessary. The Careers Lead also works with West Berkshire Consortium to provide support for learners if needed. This year support has been offered longer due to the numbers of learners in danger of becoming NEET. The Careers Link Governor commented that the recent Careers and Communication event which they had attended had gone well and there had been a good level of support from learners.</p>	
5.10	<p>Governors commented that the lesson observation summary was a stimulating read and asked if it had been shared with all staff. The AHT advised that having shared the information with Governors first, it would then be shared with staff at the next curriculum meeting. Department and curriculum staff meetings take place alternate half terms. The AHT advised that the revised format of lesson observations and the coaching of staff by HoD's was working really well. Rachel Pocock is undertaking the specialist teacher NPQ module and will be looking at lesson observations and continuing professional development (CPD). As part of this she will be looking at coaching tryads etc.</p>	
5.11	<p>In relation to the department section of the report, Governors noted that 60% of learners are achieving expected progress and asked if future reports could include a summary of what additional support is being provided to the 40% who are not progressing as well (25% for Science). The AHT advised that at each progress meeting, interventions are reviewed on an individual learner basis. Every intervention is recorded and evaluated. Action: AHT and Chair to discuss further how this information could be summarised and shared with Governors.</p>	AHT & Chair MC 05.07.22
5.12	<p>Referring to learners attending pre-16 courses at Newbury College, Governors asked what sort of courses were being taken and for how long. The AHT advised that one learner is studying Construction/Carpentry and a second Hairdressing. These have been working well and as well as leading to a qualification also helps build confidence.</p>	
5.13	<p>Sports Premium Grant (SPG) – Governors had asked for an update on how the balance of the Sports Premium was going to be used. Governors acknowledged that there had been some delays as a result of covid whereby it had not been possible to utilise the grant in the usual way, but were concerned that there was a risk that unspent funding would be clawed back by the Government at the end of the academic year. Governors asked whether the Headteacher was confident that the money would be fully used in time. The Headteacher advised that there was £26,000 of SPG of which £23,000 needed to be spent by the 31st July 2022. £10,000 of this was committed expenditure on for example, equipment for active play, rental of the site used for Forest School and training and first aid for this. A number of annual passes will be purchased e.g. Finkley Down Farm and the National Trust. In addition, icollege has been looking into individual packages and two learners are now developing their football skills with Madeski Stadium. icollege is in the process of obtaining quotes from MNR Coaching for multi skill sessions for learners at the POD and Inspiration. This would help with staffing as well.</p>	
5.14	<p>Governors thanked the AHT for her very informative report.</p> <p>Emma Douglas left the meeting at 7.02pm.</p>	
6.	Safeguarding and Wellbeing AHT Report – verbal update	
6.1	<p>Impact of covid – The AHT advised that the impact of covid seemed to be catching up with people this term which in respect of mental health had made this the hardest term. This was consistent with feedback from other schools experiences. There had been a number of staff absent due to illness with a combination of odd days and longer term absences. Three staff who have been absent long-term are on return to work plans. There are three staff currently on long-term sick leave. This has a significant impact on small teams both on staff, those covering them as well as learners. There are also 3-4 cases whereby patterns of absence are being monitored. Staff are exceptionally tired this term but remain remarkably flexible to ensure cover can be maintained. However, this has taken its toll on staffing. The disruption has been managed in a way that has as little impact on learners as possible.</p>	

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6.2	Safeguarding – The AHT advised that typically she would be reporting c10 learners being on a CP or CiN where they are working with a Social Worker and/or a multi agency team. Currently there are 22 learners on one of these plans which involves 22 meetings for the AHT every four to six weeks. There are currently 8 Looked After Children (LAC) placed with icollege. There is also a higher number than usual whereby the Youth Offending Team (YOT), Children and Adolescent Mental Health Service (CAMHS) and/or the icollege Counsellor are involved.	
6.3	The AHT attends monthly meetings of the Exploitation and Missing Risk Assessment Conference (EMRAC) where cases of children frequently missing and/or at significant risk of either criminal or sexual exploitation (CSE) are discussed. There would usually be 2-4 icollege learners falling into this category, usually secondary aged. There are currently 10.	
6.4	The above represents a significant change in the number of serious cases. With the onset of covid and restrictions etc, an impact on mental health had been anticipated, but had not really materialised until more recently.	
6.5	Peer Review – The AHT advised that she had been working with the Designated Safeguarding Lead (DSL) at Theale Green School to complete a safeguarding peer review. This has been driven by the Local Authority (LA) as a way of sharing best practice and checking each others procedures. Two actions had arisen. The first related to the Section 128 checks that are undertaken by the Clerk for all Governors on appointment. This involves ensuring that a Governor has not been previously disqualified from being able to teach. Tightening up the way evidence is retained between the Clerk and the School Business Manager (SBM) who maintains the Single Central Record (SCR), that the check had been performed had been discussed and agreed.	
6.6	The second area related to Governors being aware of the Early Help Offered by icollege. An Early Help Information Sheet detailing the arrangements in place for learners to access had been circulated with the agenda. Governors referred to an email from the AHT advising that the sheet needed amendment by the deletion of references to Connexions and asked if this was because it should reference Adviza and that the School Nursing Team should also be included. Governors also referred to the sentence which read “ <i>In addition to external services, at iCollege, as part of our Early Help offer, we have our own Family School Support Worker (FSSW) and a qualified counsellor</i> ” and that this could give the impression that the FSSW was not qualified. Action: AHT to check and update Early Help Information Sheet as required.	AHT S&W MC 26.04.22
6.7	Authorised Absences – The Support Staff Governor advised that linked to the work the AHT was undertaking around absences, Independence were looking at the level of engagement with learning students are demonstrating whilst on site. For example, if a learner is on a reduced timetable of four lessons a day, but are only engaging with two lessons, what may need to be put in place to improve this.	
6.8	The AHT advised that authorised absences tend to be where learners are on a reduced timetable. This may be where a learner has not been attending a mainstream school and so are unable to cope with a full timetable straight away. A reduced timetable may also be put in place where existing learners are struggling to attend on a full time basis. icollege learners are also more likely to experience difficulties at home which may result in them needing to be out of school. The Safeguarding Governor and the AHT will be working on how authorised absences are reported for inclusion in the next report. This had been delayed due to staffing pressures resulting from covid. Action: Safeguarding Governor and AHT to work on how to report authorised absences to Governors.	Safeguarding Governor & AHT S&W MC 26.04.22
6.9	Rainbow Flag Award – The first section of evidence had been submitted and so icollege was on target to attain the award in June 2022. The AHT and the Careers Lead had delivered staff training including the language staff use and barriers. Staff were also asked to sign a pledge.	
7.	Headteachers Report	
	Contextual Data	
7.1	Year Groups – The Headteacher highlighted to Governors the Year Group numbers included in the	

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	<p>report. In Year 6 there had been 11 learners in 2019/20 and currently 7 in 2021/22. The Headteacher had discussed the numbers with the Lead Teacher at Inspiration who advised that icollege was experiencing the same situation with Year 6 learners falling out of mainstream education towards the end of the academic year, as it does with Year 11 learners leading up to exams. Year 6 mainstream learners would be approaching Standard Assessment Tests (SAT's) in the summer term and therefore the number of referrals was expected to increase.</p>	
7.2	<p>In respect of Year 7 learners (currently 10, but increasing) icollege had flagged to the LA that there were some Year 7 learners coming out of Secondary mainstream schools without an Education, Health and Care Plan (EHCP's), when they probably should. Learners have not secured places in a Special School due to the lack of an EHCP, but mainstream Secondary schools are reluctant to take them without one. The Headteacher had flagged to the LA that these learners are not obtaining an EHCP whilst at Primary School and as a result are not getting to the correct provision on moving to Secondary school.</p>	
7.3	<p>The number of Year 9 learners had increased as well indicating that the balance was changing, with an increase in the number of Year 7 through to Year 9 pupils coming out of mainstream provision. Previously icollege would have been providing short term inreach for these learners but the number requiring long term placements has increased, which will stretch the LA's resources.</p>	
7.4	<p>Attendance – Overall attendance had increased from 39% in 2020/21 to 68% in 2021/22. Whilst there remains a high level of authorised absences, the majority of this is covid related and/or where learners are experiencing traumatic situations at home.</p>	
7.5	<p>Pupil Premium Grant (PPG) – The number of learners eligible for PPG has increased from 24% in 2019/20 and 23% in 2020/21 to 43% in 2021/22. This ties in with the increase in the number of learners who are LAC, CP or CiN.</p>	
7.6	<p>Special Education Needs and Disability (SEND) and EHCP's – There had been a steady increase in the number of learners with SEND/EHCP's. 2019/20 30%, 2020/21 33% and 2021/22 40%. This was consistent with national trends. The number of learners receiving Social, Emotional and Mental Health (SEMH) support had remained relatively static.</p>	
7.7	<p>Complaints – The Headteacher advised that she had received a letter from a parent who had stated that whilst they were happy with the icollege provision, their child had an Autism Spectrum Disorder (ASD) diagnosis and as this is a disability should be receiving full time education. However, icollege are unable to provide full time education due to the nature of their needs. Home learning and offsite learning had been put in place. Governors asked if the complaint was likely to be resolved at Stage 1 of the complaints process. The Headteacher advised that the case would be going to an Independent Review Panel (IPR) and so future provision was dependent on the outcome. <i>Part II ?</i></p>	
8.	Membership	
8.1	<p>By way of introduction, the Vice Chair read out the update for the termly newsletter relating to new governor appointments, which would be ratified at this meeting as follows:-</p> <p>“Rebekah Dee is an experienced English teacher and Head of Year in a local comprehensive school. She has joined the governing body as she is keen to learn more about alternative provision and the opportunities it provides to meet the academic and well-being needs of learners. Her experience in the classroom and beyond it will all be useful in her role as an iCollege governor.</p> <p>Joseph Clarke has been working in local government for several years and has worked as a volunteer with a number of charities. His involvement in all of these and his interest and commitment to the local community will be invaluable as an iCollege governor. Interestingly, Joseph was home educated through his secondary school years; this gives him a strong interest and motivation in joining iCollege's governing body.</p> <p>Annette Priestley set up her own public relations company thirty years ago. Recently she has been working with young people who have found education more challenging; she has also helped to set up</p>	

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	three learning centres in different places around the UK. Her experience in business and her work with young people are an excellent combination as Annette joins iCollege's governors."	
8.2	The Chair advised although unable to attend the meeting, Rebekah Dee had confirmed that she was happy to be elected in her absence. Annette Priestley and Joseph Clarke were then placed in the virtual meeting room whilst Governors discussed their appointments. Annette Priestley and Joseph Clarke left the meeting at 7.25pm.	
8.3	Election of Annette Priestley as LA Governor – proposed: Jacquie Davies, seconded: Bridget CooperEastwood. Unanimously agreed for a four year term of office.	
8.4	Election of Rebekah Dee as LA Governor – Governors asked whether Rebekah working at Park House who use icollege, represented a conflict of interests. The Chair advised that she and Tim Pritchard had met with Rebekah and had discussed the potential for a conflict of interests to arise with her. She had been very clear that should this arise she would step away from the discussion and/or decision as appropriate and was very aware of the need to maintain confidentiality within her role as a Governor. Both the Chair and Tim Pritchard had been comfortable with her responses and her level of understanding. Proposed: Bridget CooperEastwood, seconded: Judith Fisher. Unanimously agreed for a four year term of office.	
8.5	Election of Joseph Clarke as a Community Governor – proposed: Tim Pritchard, seconded Judith Fisher. Unanimously agreed for a four year term of office. Action: Clerk to advised Governor Services of appointment of LA Governors. Annette Priestley and Joseph Clarke rejoined the meeting at 7.30pm.	Clerk asap
8.6	In relation to the one remaining Community Governor vacancy, the Chair advised that any remaining leads would be followed up, but if any Governors knew of anyone who might be interested in joining the MC to advise the Chair.	
8.7	Support Staff Governor – The Chair advised that Emma Fearn who is currently the Support Staff Governor will be leaving icollege. Emma would be missed with her positive attitude and articulate questioning. Emma advised that it had been a very positive experience and she had learnt a lot about a number of aspects of icollege that she had previously been unaware of. Governors thanked Emma for her contribution during her time as a Governor and wished her well for the future.	
8.8	Ratification of Appointment of Tim Pritchard as Finance Chair – With the departure of Harry James at the end of the Autumn Term, Governors had agreed by email that they were happy for Tim Pritchard to take on this role. Governors unanimously agreed.	
8.9	Appointment of Health & Safety Governor – The Chair advised that previously Harry James had been the icollege Health and Safety Governor. Whilst in the past this role had by default been undertaken by the Finance Chair, other Governors could also take on this role. The Chair therefore proposed that Tim Pritchard take on the role as Health and Safety Governor, with Joseph Clarke who had also expressed an interest during discussions prior to his appointment, with a view to taking this on at some point in the future. Governors unanimously agreed to appoint Tim Pritchard as Health and Safety Governor with Joseph Clarke shadowing him.	
9.	Minutes of the Meeting on 7th December 2021 & Matters Arising (where not elsewhere on the agenda)	
9.1	The minutes of the MC on 7 th December 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.	
9.2	Matters Arising 14.5 Governors Annual Declarations - All remaining Governors to ensure annual declarations were up to date. The Clerk advised that she would check that all declarations had been completed and	

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	chase any that were outstanding after the meeting. Action: Confirm all Governor Annual Declarations have been completed including newly elected Governors.	Clerk MC 26.04.22
10.	Strategy Direction for icollege	
10.1	The story so far and next steps – The Chair introduced the paper which had been circulated with the agenda explaining that it was a resume of the story so far, with the footsteps conveying the message that this is an ongoing journey for icollege. Whilst progress had been made, there was still some way to go with covid responsible for delaying the process. The document had been discussed with the Headteacher, Vice Chair and Finance Chair and their input was summarised in the comments below.	
10.2	Nothing needs fixing - Governors had heard earlier in the meeting the excellent work which is being undertaken and the outcomes being achieved. The Chair is proud to be involved with icollege. Governors role is to ensure that the strategic direction is clear and to support the work being undertaken. This is evident within the Development Plan.	
10.3	Embedding developmental areas – The Chair had been considering how the five areas identified within “the Star” so that, as described by Donna Fox (former SIA) the golden threads of governance are visible throughout icollege for review bodies such as Ofsted to be able to see. Initially thought was given to appointing a Governor to each of the five points on “the Star”. Then in discussion with Tim Pritchard, a better approach would be for area of responsibility allocated to each Governor, to include looking at each of the points on the star and how this impacts on their area. For example, in respect of Health and Safety, the Governor would look at each of the five points as it related to H&S. Governors could then ensure the outcomes are triangulated and that monitoring is in place for the School Development Plan (SDP). This would enable Governors to evidence that they support the work of icollege and that where possible metrics are in place so that Governors know when successes have occurred. Further work was needed to develop this approach.	
10.4	The Headteacher concurred that Governors focusing on the threads as they relate to their area of responsibility was a good way forward. The next stage would be to pick out the points from the SDP/Action Plan, which icollege had already started working on. Some of these were already identified within the SDP as green or amber as work progresses. Although staff are fatigued by the pandemic, they are endeavouring to look up and forward, as well as dealing with the business critical day to day operational matters. By necessity, Teaching staff have become reactive not proactive, the latter being a more comfortable role.	
10.5	Annette Priestly advised that on speaking to staff during visits to Units, she had asked what staff wanted from Governors and the response had clearly been support. As part of this, Governors recognition of the challenges that have faced staff etc being fed back to them was very important. Governors needed to be seen to support staff with moving their focus back onto more strategic matters and direction of travel. For example, that comments such as how proud and grateful Governors are for their achievements, their resilience during the pandemic and their flexibility to ensure that the impact on learners is as minimal as possible. Governors discussed how best to communicate this in a way that was more personal than a blanket thank you, via an email for example. The Support Staff Governor advised that there had been so many who had gone “over and above” during the pandemic and mentioned Jo Watts (Higher Level Teaching Assistant with Pastoral Support role at Independence) as an example, who in the absence of the Lead Teacher, albeit supported by the AHT T&L and the Inclusion Manager, has put in additional hours and been on a steep learning curve, to ensure learners needs are met.	
10.6	Governors discussed that once covid restrictions permit, Governors resuming visits to Units will help them to communicate their appreciation of all that staff have done and continue to do. Staff are always appreciative of seeing Governors when they have been able to visit. At the Strategy Day it had been useful for those staff attending to be able to put a face to the name, especially as there had been a number of new Governors during the pandemic. The absence of visits during covid had been an additional barrier for Governors to evidence their support for staff. The process of Link Visits works both ways in that staff are appreciative of the the support of Governors, but Governors also gain a greater understanding of how icollege functions.	

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		Actions
10.7	Skills Audit – due to time constraints discussion was deferred to the next MC. Action: Include Skills Audit on next agenda.	Clerk MC 26.04.22
10.8	Feedback on the “i-can” project – deferred to next meeting. Action: Add to agenda.	Clerk MC 26.04.22
11.	Website	
11.1	Progress is slower than anticipated due to the impact of covid on staffing and workload. The Headteacher has started to work with staff around the content for the website with the aim of it being operational around Easter. There will be 30 pages of content and Unit Leads have worked through the photos which were taken in January to select the ones they want to use for their areas. The next stage is to select photos to support the remaining areas of the website. Governors were encouraged to look at the prototype layout of the website.	
12.	Feedback from Committees	
12.1	Finance Committee Finance Committee minutes for the meetings on 23 rd November 2021 and the 14 th December 2021 had been circulated with the agenda with a verbal update for the meetings on 18 th January 2022 and the 8 th February 2022.	
12.2	LA Internal Audit Follow up - the WBC Internal Auditors were in the process of following up the implementation of the recommendations agreed following their audit in December 2021. Evidence to support the implementation of the agreed recommendations had been requested.	
12.3	Budget Monitoring for 2021/22 – The P9 (end of November 2021) High Level Budget Summary 2021/22 had been circulated with the agenda and as detailed below.	
	Finance Summary: 98422 – Main School Budget	
	Expenditure Budget - £2,918,870 Expenditure - £2,023,621 69.5% (Expected position 75%) Forecast Spend £2,802,166 Budget £288,840 surplus Forecast £284,201 surplus	Income Budget - £3,210,090 Income - £1,878,270 Forecast - £3,092,743
	Capital Funds Summary: 98477 Budget - £53,070 (available to spend) Expenditure - £26,915 51% (expected position 75%) Current forecast £28,126 surplus	Income Budget £53,070 (including £47,269 carry forward) Forecast £55,042 (received £7,772 and not £5,800 as budgeted)
	Sports Premium Summary: 98413 Budget - £26,340 (available to spend) Expenditure - £977 4% (expected position 75%) Current surplus to spend before end of July 2022 £24,777 (plus 5/12ths £2,916 to be paid April 22 – FY 22/23)	Income Balance brought forward £18,340 Budget In year funding £8,000 <i>Received £3,333 (5/12ths – Academic Year 20/21)</i> <i>Received £4,083 (7/12ths – Academic Year 21/22)</i> Actual £7,416
12.4	Budget Planning 2022/23 and Three Year Forecast - The meeting on the 8 th February 2022 had focused on reviewing the planning assumptions to be applied when compiling the budget for the next three years and the uncertainties around learner numbers etc were discussed. The first draft of the budget was being prepared ready for the next FC on 1 st March 2022.	

Chair Signature: ...Approved 05.05.22

Date:.....

FINAL Part 1 Minutes Full Management Committee (MC) 15th February 2022 at 6pm (Virtual Meeting)

		Actions
12.5	Financial Skills Audit – The Financial Skills Audit for Governors who are members of the FC had been completed. This had identified that at least three members of the Committee needed to strengthen their financial skills. The Clerk had been looking into suitable courses, however, due to the unique way in which icollege is funded compared to a mainstream school, a more bespoke approach may be needed.	
12.6	Schools Financial Values Statement (SFVS) 2021/22 – This was in progress and a first draft would be available shortly. The deadline for submission to the LA was 31 st March 2022.	
12.7	Internal Financial Review Terms of Reference – The updated draft had been circulated with the agenda. The FC would report back to the MC as the review progressed.	
12.8	Pay Committee – The Pay Committee Terms of Reference and the election of Richard Thompson as Committee Chair had been approved by email between meetings. These decisions were ratified by Governors at this meeting.	
12.9	Heads Funding Group (HFG) Working Party – The Headteacher advised that the report presented to the HFG on 12 th January 2022 but its agreement had been delayed pending further discussion with Secondary Heads on 10 th February 2022. There had been considerable discussion around whether learners should be single or dual roll and there were some changes in progress to the exclusions document that may make this clearer. The Secondary Heads were unhappy with the proposals around commissioned places for icollege and want them all to go through the Pupil Placement Panel (PPP). Their concerns related to the transparency of the process whereby the LA agrees placements as a way to reduce the number of permanent exclusions. Primary Heads had not raised any objections to the introduction of commissioned places. An example was provided to Governors. Personel Committee 30th November 2021 – a verbal update had been provided to the MC on 7 th December 2021 and the minutes would be circulated for information as soon as possible.	
13.	Link Visits	
13.1	Presentation Evening 03.12.21 – The presentation evening had been well attended although some restrictions had been in place due to covid. The event brings learners, parents, staff, Governors and other stakeholders together and all Governors, especially those who had recently joined the MC were encouraged to attend such events once covid restrictions permit. Governors thanked everyone who had been involved with its organisation.	
13.2	Exam Strategies and English Visit 18.01.22 – The Vice Chair had met with the English Lead and had discussed a number of issues relating to the impact of covid. A positive had been that due to the need for the last two academic years to submit teacher assessed grades, as exams had been cancelled, learners had become more resilient and confident about the assessment process. Projects linked to music had involved learners working in groups as well as learning to work independently. The development of strategic skills and feedback to learners had also been discussed. Governors discussed the need to update the Link Visit Report template to include links to the Strategy Star. Action: Amended Link Visit Report template so that it links to the five strands of the Strategy Star.	Chair/Vice Chair
13.3	Governors visits to Units – Governors discussed the need to undertake further work to clarify the roles of individual Governors as discussed under Item 10 above, prior to undertaking Link Visits to Units. The Headteacher advised that subject to Government announcements expected on 24 th February and any subsequent revision to covid guidance, it should be possible to start to put together a programme of visits for Governors to come into icollege. However, there remained a high number of covid cases throughout West Berkshire schools, so icollege remained cautious around visitors including those by Governors. Lateral Flow Tests (LFT's) would continue to be a requirement prior to a visit.	
14.	Policies	
14.1	Governors had received copies of a number of policies along with the agenda. Governors unanimously approved the PPG Statement for the website, Premises Management Policy and the Financial Management Policy.	

Chair Signature: ...Approved 05.05.22

Date:.....

FINAL Part 1 Minutes Full Management Committee (MC) 15th February 2022 at 6pm (Virtual Meeting)

		Actions
14.2	Critical Incident Plan – The Headteacher advised that the document had been updated following discussion at the last MC, except for the training list which still needs to be added. Subject to this addition, Governors unanimously approved the Critical Incident Plan. Action: Headteacher to confirm that Critical Incident Plan has been updated to include the training list.	Headteacher MC 26.04.22
14.3	Lone Working Policy - Following on from discussion at the last MC, the Headteacher confirmed that the Family Support Worker (as the main lone worker and therefore directly impacted on by the policy) had confirmed that she had read the policy and was satisfied with its contents. The FSW had advised that the Referral Form included a section around safety in the home environment which is used to identify if there are any factors/circumstances she should be aware of before arranging a visit. Governors unanimously approved the Lone Working Policy.	
14.4	Triangulation of Policies for review – At the last MC, the Headteacher had suggested that non-statutory policies could be allocated to an individual Governor to review and discuss with the lead member of staff for that area of responsibility, and then report back to the MC. This would help triangulate policies with monitoring visits which could include in reports which policies Governors had seen in action. For example, if a Governor reviewed the Marking Policy with the AHT T&L, they could then observe the policy being applied as part of a monitoring visit. Likewise, if during a visit Governors asked learners how they would raise a safeguarding concern this would provide evidence of how policies are working in practice. Governors had discussed that it would be beneficial for them to work in pairs so they could exchange ideas. Governors had agreed in principle with the suggestion but that this would need to be given further thought as to how the policies were triangulated in order to ensure that none were overlooked. This action was carried forward. Action: Consider further how the review of policies could be allocated to specific pairs of Governors and how their operation could be incorporated into Link Visits.	Chair & Headteacher
14.5	Mental Health and Wellbeing Policy – Following on from the last MC, Governors comments had been forwarded to the AHT (S&W). Staff had also commented and these were in the process of being reflected in a revised document which would then come back to the MC for approval. The Headteacher advised that as well as the Counsellor, she was also undertaking a Mental Health Lead course. Action: Include Mental Health and Wellbeing Policy on next agenda.	Clerk & AHT (S&W)
15.	Any Other Urgent Business	
15.1	Recording of Meetings – The Chair advised that Rebekah Dee who had been unable to attend the meeting, had asked if they were recorded. The Chair and Clerk had had a very initial discussion around the practicalities of doing so, including where the recordings would be stored and for how long etc. Governors were asked to think about this for discussion at the next MC. Action: Include the recording of meetings on the next MC Agenda.	All Governor Clerk MC 26.04.22
15.2	Other Work – The Chair advised that she had undertaken a review of a complaint at another school in the capacity of Independent Investigator. Emma Fearne and Faye Miller left the meeting at 8.11pm.	
16.	Focus of Next Meeting:- 26th April 2022 at 6pm T&L & S&W AHT / Headteachers Reports Year End Financial Position 2022/23 Budget and Three-Year Forecast – approval Policies	

There being no further business, the meeting closed at 8.13pm.

Chair Signature: ...Approved 05.05.22

Date:.....