

Part 1 Minutes Full Management Committee (MC) 6<sup>th</sup> October 2020 at 4pm (Virtual Meeting)

<p><b>Present:</b>  Maureen Sims – Community Governor (Chair)  Jacquie Davies – Headteacher  Judith Fisher - Community Governor  Bridget CooperEastwood – Parent Governor  Siobahn Harvey - Staff Governor  Emma Douglas – AHT (Raising Standards) – Associate Member (until 4.50pm)  Faye Miller – AHT (Safeguarding &amp; Wellbeing) – Associate Member (4.34 – 5.10pm)</p>	<p><b>Apologies:</b>  Adam Butler – Staff Governor</p> <p><b>Duration of meeting:</b> 4.00 – 6.17pm</p> <p><b>MC members will be referred to as governors</b></p>
<p><b>In attendance:</b>  Jill Hills – Clerk</p>	

1.	Welcome, Apologies and Declarations	Action
1.1	The Chair welcomed those present including Harry James prospective Community Governor. The Chair opened the meeting by expressing Governors appreciation of how much staff had battled with and overcome, especially front facing staff, in relation to Covid-19. This was the first meeting under the new governance structure and this will be reviewed as the year progresses. The agenda included colour coding to indicate whether items related/contributed to Business, Information or Achieving our vision. This would help to ensure that Governors are spending the right balance of time on these three areas.	
1.2	Apologies had been received from Adam Butler.  Clerks Note: Siobhan Harvey experienced technical difficulties with Zoom throughout the meeting and so was not always able to participate.	
2.	<b>Declaration of Business Interests - None</b>	
3.	<b>Any Other Business</b>	
3.1	The Headteacher advised of two items:-  Ofsted's approach for the Autumn Term; and Continuity Directive in respect of Remote Learning.	
3.2	The Chair queried whether Faye Miller was joining the meeting. The Headteacher advised that following on from an email exchange with the Clerk, Faye would be joining for her items only.	
4.	<b>Exam Results/Pupil Outcomes 2019/20</b>	
4.1	Firstly, the AHT thanked Adam Butler for the phenomenal job he had done in pulling together the assessment grades to be provided to the different exam boards. Guidance was being updated daily and he had done an amazing job for someone new to the Exam Officers role, in what had been a challenging year.	
4.2	Some students had done slightly better based on assessment grades and the outcome from the nationally applied algorithm had been positive. Some disadvantaged students had done less well as they had planned to rely on "on the day" performance rather than work completed during the year and so were disadvantaged by the assessment grade process. Overall 88% had achieved a qualification in English and Maths and 42% had achieved 4 or more GCSE's at grade A* to G. One former student had successfully completed A levels and had just started at University. Staff had visited her to help her settle in and had organised a collection/asked for donations of various items to support her move. Art results had been strong and close to the grades students would normally achieve so there had been very little discrepancy between expected and actual outcomes. All students had met their targets in Art and eight of eleven students had achieved Grade 4 or above. In addition, there had been one grade 6 in photography despite the student missing a significant proportion of their secondary mainstream education whilst being a young carer.	

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4.3	<p>In respect of 2020/21:-</p> <ul style="list-style-type: none"> <li>• there are more students opting to study Photography;</li> <li>• there will be no ten hour Art exam – grades will be based solely on coursework;</li> <li>• due to CV-19 more planning/lead in time will be needed for day trips i.e. Living Rainforest, London and Reading town centre.</li> </ul>	
4.4	<p><b>Governors queried</b> the graph of Art results on page 4 of the presentation, which didn't correlate with other exam analysis documents circulated to Governors in advance of the meeting. These indicated that there had been a dip in grades in 2018/19 (highlighted in red) which gave cause for concern. The AHT referred back to last years Art results which had been downgraded when moderated externally, but upon appeal had been overturned and grades reinstated. The statistics for 2018/19 had been prepared/analysed before the overturn decision had been taken and although grades had been revised on parts of the system the analysis had not been amended. <b>Actions: Ensure that the final grades for Art in 2018/19 are accurately reflected on icollege records and results analysis.</b></p>	<p><b>Headteacher MC 08.12.20</b></p>
4.5	<p>Results for Biology had been strong this year, including one grade 8. There were a larger number of students who achieved grade 3 due to them having gaps in knowledge on arrival. All eleven students achieved their target grade which had been set on arrival at icollege. Where targets were met in year, they were recalibrated up. Target grade was always one grade higher than the level working at on arrival. This year four students had achieved a grade 4+ compared to one student last year. Next years results will need careful comparison and moving forward from baseline as the pressure of sitting exams rather than an assessed grade may result in lower grades being achieved. The mock exams did really matter as they were used in the assessment process and provided good evidence for the assessed grades. With this in mind icollege will retain copies of the mock exams so they are not lost by students. This year the focus will be on core knowledge and skills especially in science due to the gaps students have when joining icollege.</p>	
4.6	<p>Last year icollege was provided with a breakdown of the marking scheme for questions which could be compared to other learners. This showed that the front questions on papers were answered better than those at the back. Teachers will work on this with learners this year to try to maintain their capacity for questions that come later in the exams. <b>Governors discussed</b> that often questions towards the end of exam papers get progressively harder so this may also be impacting on performance on later questions.</p>	
4.7	<p>In Maths, there were more grade 1's and 2's than in other subjects. This is because all students are entered for Maths exams, where as for example, in English students may be entered for Functional Skills rather than GCSE as they tend to be easier, especially for those with ASD. A grade 1 in Maths can be a great achievement for icollege learners. This year teachers will work on converting a grade 2 to a grade 3. Nine students got a grade 4 or above. All students got a grade. All PPG students achieved or exceeded their target grade. One student achieved a grade 8 and another student achieved a grade 5 despite missing a lot of time in mainstream school due to mental health issues.</p>	
4.8	<p>The Head of Maths has only been in post since January 2020 and is already looking at how best to spread the curriculum over two years and what changes can be made to improve outcomes. <b>Governors asked</b> what happens when students are with icollege for less than two years. The AHT advised that in such cases students may go down the Functional Skills route, although some may still be entered for GCSE's depending on where they are when they arrive. In some cases, teachers may need to go back to the curriculum in Years 5&amp;6 to cover skills that were missed/not picked up and cover them in a short 45 minute session, so they can build up to GCSE level. However, some pupils are with icollege from Years 9 and 10 onwards and so are not disadvantaged from completing the GCSE course. This years, Year 10 students moving into this years Year 11 will have missed a considerable amount of time due to lockdown. icollege is expecting an influx of Year 11 learners who have not been able to successfully return to mainstream school post lockdown. This will mean there are different issues for learners in this years cohort and icollege will need to look at how best they can be moved forward academically.</p>	
4.9	<p>There was a good spread of grades for English Language and the number of students achieving a grade 4+ was encouraging. Those achieving grades 1 and 2 were students who were low attendees. Students often came to icollege with gaps in SPAG (Spelling, punctuation and grammar) which are skills needed to</p>	

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	achieve a grade 4. There needs to be a balance between working on improving their skills and preserving a learners self esteem and not discouraging them through highlighting technical errors in SPAG. Half of students achieved a grade 4 or better in Year 11. This was also the first year there were early entry Post 16 students who resat their exam in November. They had revision lessons whilst at icollege and one achieved a grade 5 and one a grade 6.	
4.10	Analysis had also been undertaken looking at narrowing the gap, so students not only hit their icollege targets but also get closer to their National Expected Progress (NEP) target. Results showed that icollege is closing the gap towards the NEP targets for its students.	
4.11	<b>Governors thanked</b> ED for her presentation and that the results students are achieving are an incredible testament to whats being achieved by icollege, especially since the introduction of the new curriculum in 2016. <b>Governors thanked</b> Suzanne Giaever-Enger for her work in developing the English curriculum.  <i>Faye Miller joined the meeting at 4.34pm.</i>	
4.12	The Headteacher added that from her perspective, the broad range of grades being achieved is pleasing and shows that icollege has the capability to teach to higher levels.	
<b>5.</b>	<b>Teaching and Learning AHT Report</b>	
5.1	Governors had received the Teaching and Learning AHT Report along with the agenda. The AHT highlighted the following areas.	
	<b>Recovery Curriculum</b>	
5.2	Students have been placed in smaller group sizes and lessons are shorter. Teachers are assessing where students are since returning in September in order to identify gaps in knowledge, which will be used to inform the use of Catch Up Funding. In terms of engagement and resilience, Year 9 and Year 10 pupils did better than usual whilst those moving into Year 11 in September are less confident. Year 11 students have moved to a new unit with new members of staff with no opportunity for transition at the end of Year 10. Their journey will be slower but staff now know where they are and where the gaps are.	
5.3	Teachers are sequencing the curriculum so that students revisit knowledge and skills several times to ensure transparency with learners. In order to allay some students fears, staff are promoting the “we are all in this together” and acknowledging that “we have all forgotten things during lockdown”. Students will have bespoke/personalised learning plans/curriculum which is normal for icollege. Students have schemes of work which are evaluated weekly.	
5.4	Pupils at The POD are doing very well and are now writing and this is an area which has been worked on over the summer. There are Enrichment Projects especially at Intervention, giving learners opportunities to be outside and to give learners time to recover in Year 10. One of the challenges is making Year 11 students feel safe and warm in what has become a sterile environment due to CV-19. All soft furnishings have had to be removed. The environment in the unit is changing to make the messages more positive rather than focusing on mask wearing etc.	
5.5	Introducing Blended Learning has been a huge task and a range of online sites are now being used. Microsoft Streams or Teams are being used for online learning. Learning packs have been prepared to cover the first 48 hours a student/unit or icollege as a whole may need to isolate. Action plans have been prepared in the event of a longer localised or national lockdown. <b>Governors asked</b> if live lessons delivered online with a TA in class are being used yet. The AHT advised that this will be the last option used as live lessons being streamed from a Teachers home is problematical and may enable students to identify where a Teacher lives. icollege is looking at different ways to deliver lessons should this become necessary.	
5.6	Laptops for students is a problem as they may be seen as “currency”. The possibility of students using Kindles to access apps etc is being explored and icollege is looking at how to develop this in conjunction with Kennet School. Kindles are cheaper than laptops and not seen as being as “cool” by students and so there is not so much of a currency issue. Guidance is that if there was to be another national lockdown, Special Schools and PRU’s would continue to remain open unlike Mainstream Schools who	

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	would close and switch to online learning. Ways of keeping students safely in Units will need to be looked into should this be necessary. Webcams have been ordered as none of the PC's in Units have these. An Action Plan is being finalised which will look at how to engage learners and move the curriculum forward. This will be available shortly.  <i>Emma Douglas left the meeting at 4.50pm.</i>	
<b>6.</b>	<b>Safeguarding and Wellbeing AHT Report</b>	
<b>6.1</b>	The AHT had met twice a week with the Early Response Hub over the summer to keep abreast of what was happening across the County and any safeguarding issues, especially if any of their referrals related to icollege students/families. It had however, been relatively quiet and this was not dissimilar to any other summer. Since students returned in September there had been a couple of police reports which had triggered action being needed and there were some assessments going through. There were currently two Child Protection Plans and three Children In Need Plans in place.	
<b>6.2</b>	Lockdown, but especially during June, had seen an increase in mental health issues for students but this was to be expected. <b>Governors asked</b> if these were CV-19 related. The AHT advised that in some cases it was due to the time students had had to stay at home during restrictions, especially where there was a history of domestic abuse within the family as the number of instances had escalated. WBC had set up an online counselling service which was free to all children over 11 and students could also access the icollege counsellor. There had been an increase in the number of students going missing during the summer and this had continued post summer. In particular March, June and July saw a number of cases and is likely to be as a result of students not being able to socialise etc. A lot of students are still struggling with the restrictions and some are not complying with the restrictions.	
<b>6.3</b>	Staff have updated their safeguarding training and the AHT had circulated new e-links which were more user friendly. For S175 Safeguarding Audit, 90%+ of staff had completed mandatory and recommended safeguarding training. The new HR Administrator Karen Hamilton is monitoring staff training and will be reviewing the training spreadsheet with the AHT monthly to identify any gaps/need for updated/refresher course completion etc. A virtual workshop had been held for new staff in September which had gone very well and the AHT was able to share paperwork/forms associated with safeguarding etc. Most had been interviewed virtually as well. All new staff had then completed online training. All staff had completed the safeguarding quiz. The results had not identified any major issues/gaps in knowledge. Only one or two needed individual feedback. Further details would be included in the AHT's written report at the December MC. All staff had confirmed that they had read Keeping Children Safe in Education (KCSIE) legislation/guidance. The quiz for governors had been circulated more recently as WBC were late in making this years available. The deadline for return was 7 <sup>th</sup> October.	
<b>6.4</b>	The Safeguarding Governor advised that there had been one virtual meeting with Faye since the start of term and they would be meeting to discuss the S175 Audit and to follow up on the actions identified in last years audit. WBC had requested the audit by 19 <sup>th</sup> November, but this was being queried with them as the deadline for submission is usually later in the month.	
<b>6.5</b>	The Staff Wellbeing Group had met virtually to share ideas across Units. A Wellbeing questionnaire had been circulated in June, the results of which would be included in the AHT's report to the December MC. There had been some anxiety about the return in September but this had reduced now that staff are back and settled in. IT equipment was also the source of some stress due to frustration with the infrastructure. This had been shared with SLT and some actions are being put in place. All staff participated in Mental Health training. Rupert Hutchinson had undertaken a Mental Health audit looking at the support in place for staff and the AHT had been supporting this review. He had produced a Wellbeing Sheet for staff as a lot of their concerns related to CV-19 in addition to their "day job". Some staff have young children who have presented with symptoms. Others have concerns about their children going off to University. The AHT has been looking at solutions to support staff e.g. Be Nice Friday. Where SLT who work five days a week, icollege has been looking at them working one day at home so they get a break from the unit environment. This may be extended to other staff who work five days a week to see if they can manage within their teaching commitments etc, to work from home for one day, to give them a break from being in Units e.g. completing planning work at home. Booking CV-19 tests has been stressful and it has been proposed that all tests are booked via the AHT so that the anxiety around getting a test is removed from	

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	individual members of staff.  <i>Faye Miller left the meeting at 5.10pm</i>	
6.6	<b>Website</b> - The Headteacher advised that improvements to the website would be a focus this year. Angie Palmer had taken the lead on this and Governors had agreed an additional one day a week up to the October half term for her to work specifically on this. An update would follow at the December MC. There were two aspects to the website, compliance with statutory requirements to publish data and policies and celebrating icollege successes. It may be that icollege will need to consider changing provider.	
6.7	<b>Staffing</b> – An updated structure chart had been circulated with the agenda showing both sites and job roles. There are three posts to be filled: one part time Teacher, one Art Teacher and one full time EHA post for which interviews are in hand. The staffing situation is constantly under alert if staff are unable to work when needing to look after their own children awaiting tests for CV-19 etc. Each Unit is its own bubble so icollege is trying not to move staff from site to site to cover absences. Some staff are “double bubbling”. icollege had received 40 vouchers for staff to have free flu jabs and these are being rolled out across units.  <b>Student Destinations</b>	
6.8	The percentage of Inreach learners who had either returned to a mainstream or other school was high. Only five of the 42 inreach learners had stayed with icollege, so the process is working well.	
6.9	At Primary level in 2018/19 there had been 4 learners who stayed in Primary at the end of the year. For 2019/20 this has increased to 10 learners, which is consistent with the Local Authority and PPP/Transition Panel approach. The Primary PAR consists of a selection of Headteachers and there is difficulty allocating pupils to colleagues. A different approach is being looked into.	
6.10	At The POD, 4 learners have stayed with icollege from last year plus there are 7 new learners who are all likely to stay until Year 7 or 8. Moving forward how to manage and offer SEN provision at the POD is being explored along with ways to increase capacity.	
6.11	In KS4 22 of the 26 learners are already EET (85%) This changes in year but icollege continues to work with students to keep them in college places etc. <b>Governors asked</b> if CV-19 was impacting on the number of apprenticeships available. The Headteacher advised that there are less places at the moment. The majority of students have moved on to further education. Over the summer students were given support with interviews etc by Ali Haines and Adviza.	
6.12	<b>Governors asked</b> for clarification of the Admissions Table on page one of the AHT Report as the numbers didn't seem to add up across the rows to the Total column. The Headteacher advised that one student could feature in more than one column for example they had an EHCP and were also LAC. However, the total did not include students who didn't fall into any of the categories shown in the table. The HT confirmed that this category would be added as an addition column. In respect of fte's, the Headteacher clarified that Inreach students are not fte, or if they are they would only be for a full week as they are not permanent placements. Schools are requesting Inreach for Year 11 pupils who are not settling well back into mainstream education after the long break due to CV-19. <b>Action: Include column for students who didn't fall into other categories.</b>	<b>Headteacher MC 08.12.20</b>
6.13	Governors referred to page 3 of the report and plans to have learning packs delivered and picked up by parents or teachers which would then be marked and feedback given. <b>Governors asked</b> about the risks associated with handling paper copies. The Headteacher advised that there are no confirmed cases of CV-19 and that the procedures in place are appropriate given the relatively low risk within West Berkshire currently. This would be reviewed via the Risk Assessments if the level of risk changes.	
6.14	Governors referred back to the Exams Analysis tables which had been circulated to Governors with the agenda and discussed that they only needed to contain comparison with the previous three academic years. Trends could be analysed over a shorter period of time as going back to 2013/14 predated	

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	icollege. The Headteacher advised that in the past Ofsted have looked at comparative data over time. <b>Action: Only show the last three years data/results for comparative purposes.</b>	<b>Headteacher</b>
7.	<b>Safeguarding Governor – update</b> – See 5.4 above.	
8.	<b>Membership</b>	
	<i>The Clerk took over the role of Chair for the next two items and Maureen Sims was placed in the virtual waiting room.</i>	
8.1	<b>Re-election of Maureen Sims as Community Governor</b> The Clerk advised that Maureen Sims term of office had come to an end and asked if Governors were in agreement to her re-election as Community Governor for a further four years. <b>Governors unanimously agreed.</b>	
8.2	<b>Election of Chair</b> The Clerk advised that Maureen Sims was happy to stand as Chair for a further year. No other nominations had been received. <b>Governors unanimously agreed.</b>  <i>Maureen Sims rejoined the meeting and resumed as Chair.</i>  <i>Judith Fisher was placed in the virtual waiting room.</i>	
8.3	<b>Election of Vice Chair</b> The Chair advised that Judith Fisher was happy to stand as Vice Chair for a further year. No other nominations had been received. <b>Governors unanimously agreed.</b>  <i>Judith Fisher rejoined the meeting.</i>	
8.4	<b>Re-appointment of Faye Miller and Emma Douglas as Associate Members.</b> The Chair asked if Governors were happy to re-appoint both AHT's as Associate Members for a further year. <b>Governors unanimously agreed.</b>	
8.5	<b>Election of Harry James as Community Governor</b> A pen portrait of Harry James had been circulated with the agenda. Harry James gave an overview of his experience and explained that he was very happy to contribute to and support the Management Committee in any way he could. <i>Harry James was placed in the virtual waiting room.</i> Governors briefly discussed his appointment before Maureen Sims proposed and Bridget CooperEastwood seconded that Harry James be elected as Community Governor. <b>Governors then voted by a show of hands with four of the five present voting in favour.</b> The Headteacher abstained. <i>Harry James rejoined the meeting.</i>	
8.6	The Chair formally welcomed Harry James to the Management Committee as Community Governor. His term of office will be four years.	
8.7	<b>Other potential new Governors</b> The Chair advised that she was keeping in touch with the other potential governor identified at the Volunteer Day in January and hoped her application could be progressed shortly. Due to a recent recruitment exercise three other potential governors had been identified. These were in the process of being rigorously vetted and Governors would be kept up to date on how their applications were progressing.	
9.	<b>Minutes of the MC on 16<sup>th</sup> July 2020 and Matters Arising</b> (where not elsewhere on the agenda)	
9.1	The minutes of the MC on 16 <sup>th</sup> July 2020 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.  <b>Matters Arising</b>	

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9.2	<b>5.2 Wearing of Masks – Governors asked</b> whether staff and students are wearing masks. The Headteacher advised that this differed across units. At Independence most staff and students wear masks when moving around the Unit due to the narrow corridors. There is no requirement for primary aged pupils to wear masks. At Integration, being on one floor and able to use emergency exits to move around the Unit, there is less need for masks as the communal area is not being used by students	
9.3	120 fabric washable masks have been purchased at £1.50 each, so if it becomes a requirement for all staff and pupils to wear them they can be distributed. At the moment, pupils are not required to wear masks whilst using school transport. This has been raised at Secondary Heads and is likely to be revised on school busses, but icollege students are brought in by taxi. Contractors do not want to enforce mask wearing and so this is optional.	
9.4	<b>5.4 Microsoft Teams Training - Governors asked</b> if all staff had received Teams training. The Headteacher confirmed that they had. Zoom is also being used. However, there is an issue if staff are delivering classes from home, in that pupils may be able to work out where members of staff live.	
9.5	<b>6.3 Attendance and Admissions Policy – Governors discussed</b> that it is not clear whereabouts these appear in other policies and that they should really have their own distinct policy e.g. what constitutes late v absence and how this is recorded. The Headteacher advised that the process/distinction is clear to Lead Teachers and Admin Staff but is not written into specific guidance. <b>Governors discussed</b> that given the nature of the cohort, it is better that they arrive late than not at all but this needs to be balanced against expectations during their working lives.	
9.6	In respect of Admissions, the Headteacher advised that this is covered by the Fair Access Protocol but not clearly stated.  <b>Action: Headteacher to look into producing an Attendance and an Admissions Policy.</b>	<b>Headteacher MC 08.12.20</b>
9.7	<b>9.7 Governor Training – All Governors</b> are in the process of updating their Safeguarding Training. <b>Action: Forward certificates to Clerk once completed.</b>	<b>All Governors MC 08.12.20</b>
9.8	<b>10.2 Appendix A – Safeguarding Governor – This and other Governor roles</b> will need to be revisited once new Governors are on board. The Vice Chair queried whether the name of the Safeguarding Governor had been updated on the website as she had seen reference to a former governor on a document/web page. <b>Action: Vice Chair to advise where seen and Headteacher to check/update.</b>  <b>Post Meeting Note: This has been checked and resolved.</b>	<b>Vice Chair/ Headteacher</b>
	<b>Action Tracking Report</b>	
9.9	The Chair referred to the Action Tracking Report which had been updated to reflect progress made against the actions raised in the previous minutes (See Appendix A). The Action Tracker would be updated for the current position as covered by discussion during the meeting.	
9.10	<b>12.1 Monitoring Link Visits – Governors discussed</b> whether Link Visits could be undertaken virtually due to CV-19. There was particular concern about pupil voice. Governors need to look for active solutions on how to undertake visits this year. <b>Action: Look at ways to complete Link Visits virtually during CV-19.</b>	<b>Chair/Vice Chair MC 08.12.20</b>
<b>10.</b>	<b>Risk Assessments</b>	
10.1	The individual Unit Risk Assessments had been updated for the full reopening of icollege in September 2020. The documents had been updated in August 2020, but there had been further changes since September which were highlighted in green. Some of the rag ratings had changed e.g. around remote learning. <b>Governors asked</b> about the interview process for new members of staff which had been conducted virtually. Under normal circumstances interviewees would interact with pupils which enabled	

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		Actions
10.2	<p>pupils to feedback how they found them. It is critical to see how they react to learners and vice versa as part of the interview process. The Headteacher advised that she had challenged WBC HR about this and their advice had been very clear, that under the current restrictions candidates should not visit Units and interviews should be held virtually. Any concerns/issues which may arise once they had taken up post could be dealt with via the usual probation period and capability procedures if necessary. As icollege buys into support from WBC HR, there would be no back up if their advice is not followed.</p> <p>The Main Risk Register had also been updated by the Chair and Headteacher and circulated in advance of the meeting. Governors were asked to email any comments/areas which needed further updating. <b>Action: Governors to email any comments on Main Risk Register to Chair.</b></p>	<b>All Governors End Autumn Term 1</b>
11.	<b>Combined SDP/GDP</b>	
11.1	<p>The Chair advised that two documents had been circulated for this meeting. The first was the evaluated SDP for 2019/20. The second document is the combined SDP/GDP for 2020/21. The intention had been to hold a Strategy Day involving Governors and Staff to review and develop the plan, however, given current CV-19 restrictions, it was not clear how this could be achieved. The Chair advised that the plan had been updated to reflect the new governance structure. 2020/21 is the last year of the current three year strategy and so the plan will be revised further for next year. This is a significant piece of work and the Strategy Day would have been helpful to inform the process. The Chair and Headteacher will be working on shortening the document by linking it into other documents e.g. the Curriculum Action Plan. 2019/20 was the first year the SDP and GDP had been combined and this needs to be developed further so that it is a live document. When icollege was formed in 2017, there was a one year Action Plan which focused on merging the two services. This was followed by a three year Development Plan. There had been some delay to the implementation of the final year due to CV-19.</p>	
12.	<b>Pupil Premium and Sports Premium Strategies 2020/21</b>	
12.1	<p><b>PPG</b> The Headteacher advised that the GCSE data showing progress made by PPG students in English, Maths and Science from KS2 to KS4 confirmed that students are exceeding or in line with progress made by their counterparts in mainstream schools. Where there is red for English and Maths this relates to one student who joined college at the point of lockdown to sit exams and then left. In respect of Art one PPG student made accelerated progress. One student hadn't but this related to attendance issues.</p>	<b>Headteacher</b>
12.2	<p>Governors were pleased to see the PPG Strategy and made similar comments about the number of years shown in the tables as discussed earlier in the meeting under 6.14 above. <b>Action: Only show last three years of pupil progress etc on PPG comparisons.</b></p>	
12.3	<p><b>Governors discussed</b> the need to monitor the impact of Catch Up Funding in the same way as PPG. Funding equates to £240 per learner and will be paid in three tranches, the first payment being received in the Autumn Term. The Headteacher will be meeting with Emma Douglas and Lead Teachers to discuss how the money will be utilised at each Unit. Integration have expressed interest in procuring an online learning package whereas Independence will focus on 1:1 support for learners whose progress has slipped backwards during lockdown. Whilst the funding is calculated on a per pupil basis i.e. 66 places at icollege, it can be used to support learners with most need.</p>	
12.4	<p>Governors referred to page 3 of the Pupil Premium Strategy 2020/21 and asked about the final figures for the last three years. The Headteacher advised that WBC had changed the way PPG expenditure is coded. In the past it had its own accounting code, so total expenditure could be identified. This was changed to being coded in with the main school budget. How much is spent on each student is included in their SAP. It was agreed this would be discussed further at the Finance Committee. <b>Action: Discuss how PPG expenditure is recorded at next Finance Committee.</b></p>	
12.5	<p><b>SPG</b> SPG expenditure would be focused on swimming and water safety. <b>Governors asked</b> whether other icollege students also have the opportunity to learn to swim. The Headteacher advised that the difficulty was finding sufficient teachers and lesson slots and working these around timetables. The Lead Teacher and PE Teacher at Inspiration are looking into this.</p>	

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13.	Policies	Actions
13.1	<p><b>Policy Schedule</b> – The Headteacher had updated the Policy Schedule which had been circulated with the agenda. The following policies were discussed:-</p> <p>CS5 Careers Education – Guidance and Provider Access Statement – <b>Approved</b></p> <p>G13 Freedom Of Information – Governors discussed that remote learning has a bearing on this policy. The Headteacher advised that the Remote Learning Policy is being updated. <b>FOI Policy Approved</b></p> <p>Child Protection and Safeguarding Policy 2020 – The policy had been updated to reflect the impact of Covid-19 on procedures and for the changes made to KCSIE legislation introduced from September 2020. <b>Approved.</b></p> <p>NQT Policy – This is based on the WBC model policy – <b>Approved.</b></p> <p>Pay Policy – The National Pay Award will become law on 14<sup>th</sup> October 2020. The updated model Pay Policy is expected to be available from WBC HR next week. The increases will be reflected in Teachers December salaries. New Teachers will receive a 5.5% increase and the rest 2.75%. The pay increase for Headteachers is not clear yet.</p>	
14.	<b>Minutes from Other Committees</b>	
14.1	Minutes from the Finance Committee on 7 <sup>th</sup> July 2020 and the Personnel Committee on 16 <sup>th</sup> June 2020 will be circulated to Governors. <b>Action: Clerk to circulate.</b>	<b>Clerk 22.10.20</b>
15.	<b>Governance – Statutory Tasks</b>	
15.1	Due to time constraints it was agreed that this item would be carried over to the December MC. The Headteacher advised that the NGA has recently updated their guidance on virtual meetings which will need to be taken into account. <b>Action: Add Statutory Tasks to MC Agenda for 8<sup>th</sup> December 2020.</b>	<b>Chair &amp; Clerk 16.11.20</b>
16.	<b>Any Other Urgent Business</b>	
	<b>NGA Chairs Observer</b>	<b>Actions</b>
16.1	The Chair advised that as part of the NGA Governance/Chairs training she was undertaking she had sat in on an FGB at x school. In return, the Chair proposed to invite their Chair to attend the next MC as an observer.	
	<b>Ofsted</b>	
16.2	The Headteacher referred to a letter received from Ofsted which included a link to a video explaining their approach to visits during the Autumn Term. The visits would focus on safeguarding, attendance and the recovery curriculum. The Headteacher had put together a file of evidence should icollege be one of the schools chosen.	
17.	<b>Focus of Next Meeting</b>	
17.1	The next MC will be on 8 <sup>th</sup> December 2020 at 4pm. A decision as to whether to hold the meeting virtually would be made nearer the time. The focus of the meeting would be:- Safeguarding – Presentation S&W AHT / Headteachers Reports and update on T&L AHT Report Covid 19 - Pupil and Staff Mental Health and Wellbeing Annual Safeguarding Audit /Anti-Bullying (accreditation update) Focus of Link Visits/Reports Policies, FC Minutes inc H&S Statutory Tasks: Elect Officers Safeguarding & Health and Safety Governor, Standing Orders, TOR's Committee Membership, Governors Code of Conduct, Governors Allowances Policy.	
17.2	<b>Governors thanked</b> Emma Douglas, Faye Miller and the Headteacher for their input to the meeting and for Siobhan Harvey for persevering with the meeting despite technical problems.	

There being no further business, the meeting closed at 6.17pm.

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