



## IVYBRIDGE COMMUNITY COLLEGE

### Draft Minutes of the Governing Board Meeting held virtually on Microsoft Teams at 5pm on Thursday, 11 February 2021

Governor present	Initials	Category	Time of Arrival	Governor present	Initials	Category	Time of Arrival
Michael Saltern	MS	Co-opted	5pm	Tracey Friendship	TF	Parent	5pm
Rachel Hutchinson	RH	Principal	5pm	Ruth Yates	RY	Parent	5pm
Caroline Johnson	JSN	Staff	5pm	Coral Jonas	CJ	Co-opted	5pm
Ruth Pearson-Bunt	RPB	Co-opted	5pm	Richard Peachey	RP	Co-opted	5pm
Simon Whitehorn	SW	Staff	5pm	Charles Thornton	CT	Co-opted	5pm

In Attendance	Initials	In Attendance	Initials
Melanie Vincent, Clerk	MV	Ray Hennessy, Deputy Principal	DHY
Heather Lilley, Associate Deputy Principal	DLY	Nina Kyprianidis, Deputy Principal	DKP

Apologies	Initials	Reason for absence and category of Governor	Absence - no apology	Initials	Reason for absence and category of Governor

Governors with responsibilities	Responsibility
Michael Saltern	Quality of Education, Safeguarding, Prevent Strategy and HR Committee.
Ruth Pearson-Bunt	Quality of Education, English Bacc., Behaviour and Attendance, Personal Development and Wellbeing. Educational Standards Board and HR Committee.
Richard Peachey	Disadvantaged Students, Pupil Premium, Teaching School and CPL.
Ruth Yates	Finance.
Charles Thornton	SEND, Careers (IAG). Audit Committee and Post-16 curriculum provision
Simon Whitehorn	Estates, Health and Safety Committee.
Coral Jonas	Safeguarding, Prevent Strategy.

		Action/Attach
1.	<b>Apologies</b> None	

2.	<p><b>Conflict of interest/confidentiality reminder</b>  MS reminded governors and all those present of confidentiality.  CT declared his interest as a member of staff at the University of Plymouth</p>	
3.	<p><b>Vision, Ethos and Strategy - Where are we now?</b></p> <p><b>Confirmation of Minutes</b></p> <p><b>a.</b> The minutes of the Governing Board Meeting held 9 December 2020 were agreed and formally accepted.</p> <p><b>b.</b> Matters Arising</p> <ul style="list-style-type: none"> <li>• Action 1: The SEND Information Report has been deferred until the next meeting.</li> <li>• Action 2: The Section 175 has been seen by MS and CJ.</li> <li>• MV will send the Babcock Q Cards to all governors.</li> <li>• The Single Central Record is in the process of being transferred to an online software package, introduced by Richard Woodland. This will ensure the SCR is always up to date and complies with Ofsted and Safeguarding requirements.</li> </ul> <p><b>c.</b> The Part 2 minutes of the Governing Board Meeting held on 9 December 2020 were read out by the Chair and formally approved by all those present.</p> <p><b>Actions from Meeting:</b></p> <p><b>Action 1:</b> CT to be kept up-dated and check that governors can sit in on the final feedback.</p>	
4.	<p><b>Effectiveness and Conduct – How are we getting on?</b></p> <p><b>a. Principal's Report</b></p> <p>The Principal enlarged upon her report, which was previously circulated. To note:</p> <ul style="list-style-type: none"> <li>• RH was keen for governors to receive an update on all that had taken place at the College since the start of the national lockdown; from ordering booths for the lateral flow testing over the Christmas period, to planning and organising live remote lessons, to ensure the College was ready for the start of the term.</li> <li>• Judith Johnson, School Improvement Partner, recognised during the Principal's appraisal meeting, the work that the College is doing in such extraordinary times.</li> <li>• The College continues to deliver high quality Teaching and Learning, and teachers have been present in College every day.</li> <li>• Staff morale has been on a rollercoaster, but the recent staff survey has shown that by being in College, staff have welcomed the continuity. They have been able to access resources, carry out live experiments in Science lessons and they have been able to support one another.</li> <li>• The College has been challenged with regard to attendance as there have been over 200 students in school. Staff have asked why are there so many children attending College. The College has tried to ensure the right children are attending which, is low compared to the numbers on roll.</li> </ul>	

- Students who are attending College are in their normal teaching lessons and staff are balancing delivering live remote lessons and teaching students in the classroom at the same time. This is unique to Ivybridge Community College. MS had observed during a recent visit, that it was difficult for staff as they try to focus on the screen and students in the classroom whose attention drifted. He had also noticed this was mentioned on the staff survey. Other schools are running lessons in large groups, in communal areas, whereas the recent feedback from students and parents is that they prefer the live lessons and are benefitting from being with their normal class teacher.
- Where there are 12 students or more attending a lesson in a classroom, they are being split into smaller groups.
- When staff have challenging students in their lessons, they are being picked up
- Ivybridge is only one of a few schools who are still running a Physical Education Programme at the current time. PE teachers are instead, overseeing the groups of children accessing remote learning in some schools.
- Hopefully, governors have seen the Principal's briefing to parents which shared the parental survey. A few things came out regarding online lessons and in particular:
  - The blend of learning, students felt really well-supported and challenged in their lessons when they are in College, face-to-face. We have students attending who are vulnerable and children of critical workers and they benefitted from having the time with their teachers.
  - The concerns from those who were working remotely were around how they were being assessed and handing in work. The College has updated its platforms and carried out staff training to be able to receive work from students who are working remotely during the live lessons.
  - The College has created a 'hot spot' rota for students who are in College. Members of the Senior Leadership Team visit classes to see how they can help with the challenges for each teacher.
- Ivybridge is one of the only schools in the South West offering lateral flow testing as a full-time provision. The Testing Facility has been set up in accordance with DfE guidance. Testing is voluntary and is offered twice weekly to staff and those students who are attending College. The Lateral Flow Testing Facility can carry out 110 tests per hour.
- The government has indicated that schools will be open for all students from 8 March, on a staggered rotation basis. The Principal and senior leaders are waiting for further information from the government, but has indicated that students will be offered the lateral flow test on their return.
- The Ofqual consultation has closed but nothing has been shared yet.

**Q1. With regard to the lateral flow tests, obviously provenance is not considered to be consistently high; are you getting feedback whether this is a 'decision maker' by parents?**

There have been no positive results from the tests. The College has set up the Testing Facility to enable 2500 students to be tested and doing what the government has requested, of testing between 3 to 5 days. The number who

have not given consent is very small. It has provided some confidence and reassurance for some parents and staff. All COVID-19 health and safety measures are still taking place.

### **Current Data – DLY**

Heather Lilley gave a presentation as part of her NPQH where she has been looking at improving progress and how effort and progress are measured.

Governors were invited to ask questions.

It was noted that it was pleasing to see that interventions were being focussed in a positive way across College.

It was noted that it was good to hear about the impact and progress so far with the new approach.

- DLY gave an update on current data, focussing in the same way that we would normally. Qualifications have not changed and if students do not complete the specifications, they would be disadvantaged in their next steps.
- Mock examinations took place in November and the College would expect students to make significant progress from these in the Summer. The College has treated every Assessment Point like a CAG process that took place last year and that all the evidence is data based.
- Next steps for AP2 data. The College is collecting internal data and as soon as the outcomes are known, we will be in a position to know how to move forward. The Trust have taken the decision not to publish any data until the Ofqual consultation has been published.

**Q2. With regard to English and Maths, this is clearly within the residual gap?**

The data at AP1 was slightly under what was predicted.

**Q3. Drama, ICT and PE are practical subjects and difficult to teach online. What is the College putting in place to ensure the gaps are not as big as they are now?**

It is slightly misleading as it is a vocational course. They were set to take an examination in January but this has been cancelled so are waiting to see what happens. The Drama mock examination was based entirely on the written part and the specification changed so that the practical side could be done in the Autumn Term. All of the students completed their practical unit and it was recorded in Term 1.

**Q4. Are we ready for students coming back?**

Going back to PE, they have achieved +0.73 based on the written paper. There was a course variation and there seems to be a divide between the two classes. There is uncertainty, as students have not been able to do their practical element. There will need to be a recovery programme of intervention.

**Q5. There were problems with the practical element two years ago. Is this going to be a problem this year and is the College prepared for 2022?**

They are on a journey. The advantage is they have gone from three activities to two. Moderation is much better and the robustness of Schemes of Learning is much better. PE is on a journey and is definitely moving forward.

**Q6. MS highlighted the importance of Quality First outcomes having noted the AP1 data.**

The College is pushing for hard moderation and would rather it was accurate and not inflated. Teachers have been cautious in their predictions, which has given a false negative so that there are no over inflated expectations.

Governors noted that from a teacher perspective, it is better to be highly cautious, as it will lead to some interventions.

**Q7. The information shows us more about Year 11. What about Year 13?**

The mock examinations were due to commence the week beginning 18 January. Year 13 had mock examinations in October to replace their end of Year 12 examinations, which was more of a learning opportunity for the students, and the data was not collected. RH suggested a specific meeting with governors once there is an update from Ofqual.

**Q8. Can you advise why AP2 data is not yet available?**

It is because we could be breaching the Ofqual guidelines. We are not allowed to release it until the Ofqual outcome. During AP1, the College carried out a rigorous assessment for Year 13.

- Nicola Dowling, who is covering an absence within the Senior Leadership Team, is making a huge impact working alongside the Trust. The recent Teaching and Learning Forum saw approximately 30 teachers sharing best practice and different ways of working. There is a WeST Training Day on 22 February and staff will be receiving training from Doug Lemov. RH thanked the Teaching and Learning team of Nicola Dowling, Caroline Johnson, Heather Lilley and Sarah Broom, who have been helping to lead this.
- An external SEND Review is scheduled for 24 March, which will be conducted remotely and RH asked governors to let the College know if they would like to be part of the process or attend the final review session at the end. All governors would like to be involved.

**Action 1:** CT to be kept up-dated and check that governors can sit in on the final feedback.

**Standards and Expectations - DHY**

- DHY gave an update on behaviour and recognised the work that Hannah Martin has been carrying out to ensure the Standards and Expectations Policy matches the Remote Learning Policy.
- Overview of the PACE for the Autumn Term.
  - Students and staff were getting used to the new system during the first half of the Autumn Term.
  - The College is making good progress with the new Reset system which is only for those students who disrupt learning in lessons.
  - The College has introduced High Risk meetings for those involved in behaviour, SEND and safeguarding to identify ways to address student behaviour issues.
  - Some key staff have received training on the Graduated Response Tool.
  - Exclusion data shows the same pattern of students and the College is focussing on training staff through the Graduated Response, to be able to identify what would be the appropriate strategy moving forward.

**Q9. Are parents notified when a student goes into Reset?**

Yes, they are notified straight away through epraise. The teacher will log it as soon as the student is sent to the Reset room and it sends a message to the parent.

**Q10. With regard to students who are sent to Reset, how many of those are SEND?**

DHY offered to send the information out the following day.

**Q11. The table shows that 50% of those who make repeated appearances in Reset are Pupil Premium students?**

Yes, this follows the national trend.

**Q12. Where are we with Pupil Premium Expenditure?**

DKP has carried out a review and there has been a focus on the College's Pupil Premium students to ensure they are equipped for online learning. JSN and DKP have worked to identify which students do not have technology at home and ensured students had laptops. When the College knew that students were not returning in January, a review was undertaken and the College has provided 167 laptops to vulnerable, SEND and Pupil Premium students. The College has received further funding from the DfE, which has enabled the College to help other students.

Members of the local community have donated laptops, ipads and one grandparent donated £600 to help purchase laptops. South Hams District Council donated £1000 and seven surface pro laptops. The College has also given out 4G dongles for students who do not have internet access and have taken advantage of mobile network provider offers.

Some students have been working on their mobile phones, but as the technology has grown, their phones are not sufficient. Also, families are sharing laptops, and trying to support learning at home with a number of siblings as well.

**Wellbeing – DKP**

- The College took part in the Mental Health Awareness Week and ran a workshop for parents with a session during Tutor time for students.
- Recent immunisations for our students, carried out by Virgincare took place at the Watermark so the College set up a Wellbeing stand so that once students had received their immunisation could spend time at the stand.
- Helen Ryder ran a remote wellbeing session for staff, which received positive feedback.
- Some adjustments were made to support the staff, which included being able to leave the site for the day once they had finished teaching and support staff were given the opportunity to leave once the students had left for the day.
- RH thanked RPB for her involvement in the iheart programme training sessions. RPB is interested to see how iheart will integrate with students and staff.

**b. Safeguarding Update – DKP**

- Early help referrals have risen which could be attributed to the COVID-19 pandemic. It is positive that the College is picking this need up and responding.

	<ul style="list-style-type: none"> <li>Matthew Anniss is in the transition phase of moving into the role of Deputy Designated Safeguarding Lead.</li> <li>The College hosted its first Centred Planning Meeting where the student runs the meeting, takes the minutes and formulates their own action plan.</li> </ul> <p><b>Q13. Referring to the Principal’s Report, how many households have been visited?</b> There has been approximately 24 visits over the past few weeks.</p> <p><b>Q14. Governors hoped those staff have received a copy of the Lone Working Policy.</b> Yes, it is a Home Visit Policy and they are always conducted in pairs.</p> <ul style="list-style-type: none"> <li>The College has also identified Young Carers and made referrals to support those students.</li> <li>It was noted how much work has taken place within the Pastoral Teams to support the students during the lockdown period.</li> </ul> <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>There are 10% of staff on reasonable adjustments due to COVID-19 for examples such as childcare.</li> </ul> <p><b>Q15. What about eye strain where staff are viewing computers all day?</b> Four staff have been given vouchers to support them having glasses and some have been given filters for their computer screens.</p> <p><b>NPQH Presentation - DLY</b> Heather Lilley gave a presentation as part of her NPQH where she has been looking at improving progress and how effort and progress are measured.</p> <p><b>c. COVID-19 Update</b></p> <ul style="list-style-type: none"> <li>RH thanked DHY and Chris Tregidgo who has put the report together. Chris is the Community Sport Manager and has stepped up to run the Lateral Flow Testing Facility.</li> <li>RH asked the Governing Board to acknowledge the work that they have done to prepare the College for the start of the Spring Term in January.</li> </ul> <p><b>d. Finance Update</b> Discussed in Part 2.</p>	
5.	<p><b>Engagement – What is needed to make progress?</b> Covered in Principal's Report.</p>	
6.	<p><b>Impact on pupil outcomes - What do we want next for our College?</b> Covered in Principal's Report.</p>	
7.	<p><b>Governance - What still needs to be done?</b></p> <p><b>Policies</b></p> <ul style="list-style-type: none"> <li>SEND Policy – Agreed. Governors felt it would be helpful to see the areas that have been amended when asked to approve policies that have been reviewed.</li> <li>SEND Information Report – for information.</li> </ul>	

	<p><b>Q16. Governors have seen some policies amended to take account of the current environment. To what extent was this policy reviewed?</b> All policies that have been amended, have been at the request of the DfE or Local Authority. The College was not aware of anything directly aimed at SEND provision.</p> <p><b>Q17. Is the information on the College website as up to date as it should be and is there a Pupil Premium review as well?</b> There is a Pupil Premium report on the website but the format has changed in line with government requirements.</p>	
8.	<p><b>Correspondence</b> None.</p>	
9.	<p><b>Matters Brought forward by the Chair</b> None.</p>	
10.	<p><b>Matters to be referred to the Trust Audit Committee</b> None.</p>	
11.	<p><b>Part 2 proceedings</b> The meeting moved into Part 2 and staff governors left the meeting at this point.</p>	
12.	<p><b>Date of the Next Meeting</b> Wednesday, 31 March 2021</p>	
13.	<p><b>Deferments to the next meeting</b> SEND Information Report</p>	
14.	<p><b>These minutes are agreed by those present as being a true record</b></p>	
15.	<p><b>Signed:</b> (Chair)</p> <p style="text-align: right;"><b>Date:</b></p>	

Meeting closed 7.40pm