



IVYBRIDGE COMMUNITY COLLEGE

Minutes of the Governing Board Meeting held virtually on Microsoft Teams at 5.30pm on Wednesday, 31 March 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	Richard Peachey	RP	Co-opted	5pm
Ruth Pearson-Bunt	RPB	Co-opted	5pm	Charles Thornton	CT	Co-opted	5pm
Simon Whitehorn	SW	Staff	5pm				

In Attendance	Initials	In Attendance	Initials
Melanie Vincent, Clerk	MV	Ray Hennessy, Deputy Principal	DHY
Heather Lilley, Deputy Principal	DLY	Nina Kyprianidis, Deputy Principal	DKP
Amy Pearce, Assistant Principal – 4.45pm			

Apologies	Initials	Reason for absence and category of Governor	Absence - no apology	Initials	Reason for absence and category of Governor
Coral Jonas	CJ	Work Commitments			

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.	Apologies CJ	

2.	<p>Conflict of interest/confidentiality reminder 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>Vision, Ethos and Strategy - Where are we now?</p> <p>Confirmation of Minutes</p> <p>a. The minutes of the Governing Board Meeting held on 11 February 2021. Proposed by CT and formally accepted.</p> <p>b. Matters Arising None</p> <p>c. The Part 2 minutes of the Governing Board Meeting held on 11 February were formally approved.</p> <p>Actions from Meeting:</p> <p>Action: Standards and Expectations to work with a governor to find a way of presenting the information.</p> <p>Action: RY, FT and RP would be very happy to help.</p> <p>Action: Confirm current document has been sent.</p> <p>Action: MV to distribute the Curriculum Model to governors.</p>	<p>DHY</p> <p>P</p> <p>MV</p>
4.	<p>Effectiveness and Conduct – How are we getting on?</p> <p>a. Principal's Report</p> <p>The College has received further information from Ofqual and DLY will share this and update governors on the Year 11 and Year 13 data.</p> <ul style="list-style-type: none"> The number of students returning to College following schools returning to face-to-face learning from 8 March was pleasing. There are still some parents/carers choosing to keep their children at home due to concerns about clinically vulnerable members of their household. The Safeguarding and Welfare teams are working with individuals and some families to support students coming into College or on the right pathways to access support. <p>Q1. Referring to page 3 and persistent absence, governors sought clarity around the calculations.</p> <p>Some of the attendance codes have changed and when APC joins the meeting RH will ask her to explain.</p> <ul style="list-style-type: none"> Students seemed glad to return to College. Parents want their children to be in College, but there are a minority of students who are struggling with getting back into a routine. Due to the shops being closed, parents are experiencing issues with uniform, such as shoes, trousers, etc. This has led to students coming to College without the correct uniform. Some are choosing not to wear uniform. However, most parents/carers are trying very hard to source the uniform and the College is supporting families by not applying sanctions, but if students are wearing PE kit on a non-PE day when we know they have a full set at home, they are challenged. Some parents/carers will ask if this really matters but the College does need to draw the line in the sand. From experience of working with and supporting other 	

schools, once standards are lowered it is very difficult to get them back. The College is making reasonable adjustments for children and their families.

- There is a lot of work being done pastorally to support the students who are feeling anxious.
- Exclusion figures have risen this term but are lower than two years ago. The College cannot compare the figures to the previous year because it was closed due to lockdown.

Q2. Is this due to the Reset Rooms?

External isolation to other schools within the MAT would have been used, but this cannot happen at the current time. This was a step before giving fixed-term sanctions and was a really good system.

Q3. MS would sought views from governors regarding the wording “repeat offenders” which is contained in the report. Can they be referred to as “repeat cases”?

RH agreed, but confirmed that the terminology came from the Department for Education and this wording would be used by Ofsted during an inspection. Maybe it would be better to focus on the event and use repeat incident.

- DHY went through the data relating to standards and expectations giving a breakdown for governors on male/female, pupil premium and SEND students.
- The Year Group bubbles, split breaks and no sport is having an impact. The support for SEND students comes from Teaching Assistants and their time is split between the Lateral Flow Testing Facility and their normal jobs, which can explain the SEND students attending Reset.

Q4. Could governors have the information in some sort of visual layout, e.g. pie charts?

Yes, this can be looked at.

Action: Standards and Expectations to work with a governor to find a way of presenting the information.

DHY

Q5. With regard to behaviour, does this mean that you are flexing your strategies and how are you having to adjust at the moment?

We are offering recreational sport to some of the students but it is difficult with split breaks as PE lessons are taking place and therefore the College cannot offer sport during this time. The College is hopeful that Community Sport will re-open from 12 April, which will create more opportunity for enrichment. We feel that the current measures will be with us for the rest of this term and possibly into September.

Q6. Referring to the data that 48% of the students in Reset are pupil premium and putting it into context, these students only make up 17% of the cohort. If there is a focus on these students it should make a big difference.

Yes, the College is looking at this work and APC is relentless in ensuring the Teaching Assistants are supporting the reasonable adjustments to keep the child in the classroom, but the students cannot disrupt the lessons. The emphasis from the College is on provision of greater support. Trainee teachers always speak highly of the warm and friendly culture at the College. They comment that when a student receives a verbal warning it quickly restores the learning in the classroom.

Q7. Thank you for the detail regarding SEND students. Where are you expecting that to take us and how will you judge whether those actions have worked? What adjustments need to be made to them?

The data we are collecting is around Reset Rooms which relate to the behaviour in classroom and lunchtime detentions and extended after College detentions which relate to outside of the classroom. This will enable us to drill down and evidence the groups of students, e.g. pupil premium, SEND. The data shows that it is not working for some students. We have systems in place such as My Plans, staff training, etc., and we need to make the link between what happens in the classroom and outside the classroom. There is also some evidence as to where strategies are working, such as the Character Education, Standards and Expectations Policy, etc.

Q8. Do you think this has been successful?

It is noted that a high number of SEND students are being placed in Reset and the College is reviewing all of the strategies. RH would like to see improvement in the Teaching and Learning which will improve behaviour for the SEND students. The College has to focus on quality teaching.

Q9. The behaviour data does not include Sixth Form?

DLY was asked to share behaviour information regarding the Sixth Form.

- We were concerned about having two Year Groups back as this will be the first time since last year and the first lockdown that the two Year Groups are together. From the start of the academic year in September 2022, they were coming in on alternate weeks, working remotely on the week they were not in College. The Sixth Form team looked at separate study and communal areas for Year 12 and 13, when both groups returned, but decided to keep them together, as we wanted the Year 13 students to set an example to the Year 12. There have been some repeated reminders about wearing masks. Sixth Form study areas are not supervised at all times. The Common Room is very calm and we are proud of how the Sixth Form students have returned. One issue was that the students could not stay on site all of the time and were regularly reminded that we are in a national lockdown so they should not go off site in groups. Governors remarked that the College is not the only school experiencing this.

Q10. Why do you think the return of students has been different from the students' return from the first lockdown in September? Will the College look at the difference?

It has been the length of time and disruption in the home such as bereavement, loss of jobs, etc. The government state that children's emotional wellbeing has been challenged, as their routines have been disrupted for longer period of time. Some children are saying that they are finding it really hard to get back into a routine. They have also missed the social side which could be another reason why they are struggling. They had the summer to socialise but could not do this over the Christmas period.

Governors thanked Hannah Martin for the work she does on the Standards and Expectations and if any governors would like to volunteer to form a working party to explore strategies, it would be welcomed by the Senior Leadership Team.

Action: RY, FT and RP would be very happy to help.

Remote Education Quality Assurance Review

The Principal shared the report with all those present.

Q11. Why are there some blank areas on the QAR recording form? Is this the correct version?

Some are blank because they do not relate to Ivybridge. RH will look at what was sent to her and check that it is the most up-to-date version.

Action: Confirm current document has been sent.

MS asked it to be noted that he attended the feedback session and offered his congratulations. The outcome of the review was a credit to all concerned.

- Checking on students' wellbeing was an area that we identified and fed it into the QAR.
- The report is a starting point of a new chapter in terms of Ofsted.

SEND Review

- RH thanked APC for overseeing the SEND and playing a significant role whilst a colleague has been on a secondment.
- APC shared the draft report with governors.
- CT and TF were thanked for their work and support during the review and in response, the governors acknowledge the work that Abi Newman has been doing to support the colleague secondment.
- A lot of work has been done to improve the SEND at the College.
- The reviewers interpretation of SEND exceeded that of the validated data. She commented that the College is in a very good place and the data coming through will support this. However, it was identified that some areas need further work.

Q12. Page 20 of the SEND report shows the disparity of the QAR stating insufficient evidence. However, there are 23 areas of strength listed when working with parents. If there is all this evidence available, why didn't the QAR pick this up?

The QAR had a Remote Learning focus and asked one question, but APC had a whole day on SEND.

MS highlighted the final commentary. "SEND at Ivybridge Community College is already impressive".

COVID Curriculum Model

- RH met with the CEO and Chief Finance Officer regarding the cost of the College's curriculum. RH compiled a paper and asked for feedback so that there was a model to work with.
- Looking for the curriculum to meet the needs of the children.
- This year gave DLY the autonomy to make curriculum changes to ensure the correct provision.

Action: MV to distribute the Curriculum Model to governors.

RH proposed to share the paper and then meet with MS and RY during the next half term.

RH

MV

Assessment update

- RH voiced concerns about the amount of work involved for staff with regard to assessment and marking and keeping up with their day job. The marking has to be completed within a two-week window and will be a huge task.
- The College receives regular government updates and are mindful of not putting out too much information which is continually change. The latest guidance from Ofqual came out on Friday and the College will have to make adjustments to the timings of the assessments. There is still further information to be released.
- Ofqual do not want schools to replicate exams and are using a collection of evidence of where students are at the current time. The evidence is to be ragged by Departments.
- After Easter they will undertake revision and then formal assessments will follow straight after.
- The work will be 'blind' marked to ensure fairness for all students. Final data has to be submitted by Tuesday, 25 May for internal moderation and then submitted to the Examination Boards. This is not something that teachers would normally be doing at this point in time. Adjustments have been made to the College calendar with a reduction in meetings to support staff during this period.

MS thanked DLY.

Q13. Will space be a problem?

No, the assessments will be carried out in the classroom. It is the amount of time required of the middle leaders. Some departments such as Human Science and Business Studies are heavy on A Level and GCSE courses and have mostly exam classes.

b. COVID-19 Update

- DHY acknowledged that staff have stepped out of their day jobs and the College has undertaken over 9000 lateral flow tests.
- The College has been asked to take part in a national pilot to research the use of regular lateral flow tests and if there is a positive case, to enable students to stay in school.
- RH spoke with Public Health Devon and Ivybridge is one of three schools in Devon to be selected.
- MS wondered what the Governing Board could do in recognition of the work that the staff have undertaken to keep the education going throughout the pandemic. MS suggested a plaque being installed which thanked the staff of the College. RH felt that staff would appreciate that. If the board are happy with that suggestion MS will look at working something out and arranging this.

c. Wellbeing - Staff survey – deferred until next term

	<p>d. Safeguarding</p> <ul style="list-style-type: none"> • There was a monumental effort by staff on the first few days back to College for the students. • Tutors delivered a programme that tried to draw out the positives. • Has not seen a huge increase in Early Help referrals but there has been a steady trickle since the report was written. • Section 175 deadlines have been met. Thank you to governors for ratifying the RSE policy. • The College has two new Pastoral Leaders commencing after Easter. <p>Q14. Can you define the phrase 'toxic masculinity' which is referred to in the report please?</p> <p>The topic was around attitudes potentially from males towards females and trying to address what has been reported recently in the media by educating students on their actions. We looked at all sides of what was raised by the media and discussing this with the students in a constructive way – different view points, etc. The College has received several disclosures since the media reports.</p> <p>Governors expressed the view that the c dealt with appropriately and was very balanced. What is being discussed is relevant but not necessarily a problem at the College. The College has to be proactive and be a College who cares.</p> <p>e. Finance Update</p> <p>Discussed in Part 2.</p>	
5.	<p>Engagement – What is needed to make progress?</p> <p>Covered in Principal's Report.</p>	
6.	<p>Impact on pupil outcomes - What do we want next for our College?</p> <p>Covered in Principal's Report.</p>	
7.	<p>Governance - What still needs to be done?</p> <p>Policies</p> <ul style="list-style-type: none"> • The following policies were ratified at the meeting following agreement to adopt via an email request prior to the meeting: <ul style="list-style-type: none"> ○ Accessibility Plan ○ RSE Policy 	
8.	<p>Correspondence</p> <p>None.</p>	
9.	<p>Matters Brought forward by the Chair</p> <p>None.</p>	
10.	<p>Matters to be referred to the Trust Audit Committee</p> <p>None.</p>	

11.	Part 2 proceedings The meeting moved into Part 2.	
12.	Date of the Next Meeting Wednesday, 19 May 2021	
13.	Deferments to the next meeting Presentation by RDY	
14.	These minutes are agreed by those present as being a true record	
15.	Signed: (Chair)	Date:

Meeting closed 8pm