



The Blue Tangerine Federation

7.00pm Monday 23 November 2020 via Zoom

Full Governing Body MINUTES

Present: Rachel Andrew (RA), Anthony Bruton (AB), Poppy Choudhury (PC), Debbie Dorman (DD), Ruth Hammerson (RH), Claire Kelvin (CK), Stephen Hoult-Allen (SHA), Josh Pollard (JP), Andy Summerskill (AS), Ros Wood (RW, Chair)

Not Present: Parris Williams (PW)
Anna Pastalides (maternity leave)

In Attendance: Huw Bucknell – HB, Head of School, Forest House Education Centre
Jamie Caple – JC, Head of School, St Luke’s
Manda Sides – MS, Head of Operations, St Luke’s
Pam Stocks - PS, Head of School, Collett
Tracey Norris – HfL Clerk

Agenda item	Action
1. To receive apologies and approve absences The chair welcomed everyone to the meeting. She confirmed that Paul Morgan had resigned as a co-opted governor due to pressures of work/home life. Parris Williams was not present and Anna Pastalides was on maternity leave.	
2. To declare any conflict of interest None declared.	
3. To approve the minutes of the previous meeting The minutes of the previous meeting held on 14 September 2020 were approved as an accurate record of the meeting and would be signed and filed in the school office at the earliest opportunity.	
4. To consider matters arising from the minutes <ol style="list-style-type: none"> a. <i>SHA to share feedback with PC on the content of the Special Headteacher’s Forum:</i> SHA had not spoken to PC directly. The following update was shared: <ul style="list-style-type: none"> ▪ The Federation was now working closely with the head of service and S&L team after having to make a complaint earlier in the year about the reduced service. A county-specialist autism teacher was working closely with St Luke’s and recent training for staff had been co-managed by ASD experts (Sharon Cubrey and Amy Handside) and Rachel Andrew. b. <i>SHA to circulate the staff survey results:</i> done, see agenda item 7 below. 	
5. To note any other business <ul style="list-style-type: none"> ▪ There was one item of other business (see agenda item 12 below). ▪ CK thanked staff for taking on feedback from previous FGB meetings, she had found the papers for today’s meeting clear and well formatted with appropriate 	

	<p>standardisation and all papers had been circulated in advance.</p> <ul style="list-style-type: none"> ▪ Governors recognised that this was a particularly difficult period for staff who were working very hard under testing and fast changing circumstances (covid). 	
<p>6.</p>	<p>Heads of School Update</p> <p>The following documents had been circulated in advance of the meeting:</p> <ul style="list-style-type: none"> ▪ Head of School report: Collett ▪ Head of School Report: St Luke’s ▪ Head of School report: Forest House Education Centre ▪ Executive Head’s report to governors ▪ Learning lost summary ▪ Contingency plans <p>Questions/comments were invited:</p> <p>Collett: Pam Stocks</p> <ul style="list-style-type: none"> ▪ Q Was the number of restrictive interventions per week too high (2.3 average for the autumn term)? For further breakdown and explanation please refer to the safeguarding report (agenda item 8). The safeguarding lead explained that the situation with the two pupils who had needed restrictive interventions had much improved. One had moved to a different class and was coping much better and requiring less restrictive intervention as a result. The other pupil was now receiving 2:1 adult support and staff were working in a different way to reduce the need for restrictive intervention. The data was high compared to autumn term 2019 but staff were hopeful that it would now fall to a lower level. Restrictive intervention was only ever used as a last resort. ▪ Q Consultation: why did the school have to accept a pupil when the head of school did not think Collett was the right provision? PS explained the HCC consultation process; each school is invited to assess the child’s needs and state whether they felt the school was suitable/could accommodate the child’s needs. In this case, PS did not feel that Collett was the most appropriate setting for the child and had responded negatively to the consultation. However, HCC named Collett as the receiving school and school leaders are unable to appeal/refuse the child a place. ▪ PS described the impact on the whole school when a child was placed in the wrong provision; it takes up additional resources and staff and can be very disruptive to the T&L of existing pupils. To then identify an appropriate setting and arrange a managed move can take upwards of three years. ▪ Q were staff fearful of being injured? Some pupils were very challenging. In instances when a child has particularly extreme behaviours a rota of adult support is created so as not to over burden staff. ▪ Q was the pupil with 2:1 support at risk of exclusion because of extreme behaviours (hitting etc)? SHA stated that this particular pupil would not be able to understand the escalating steps in the school’s behaviour policy and would not be able to moderate his/her behaviour in response to a fixed term exclusion/internal exclusion etc. This pupil really needed an ASD school with higher staffing ratios. ▪ PS described another pupil who, whilst not violent, displayed extreme behaviours (urinating on staff). Staff have patiently supported this pupil (rotation of three members of staff and safeguarding lead) and he/she was now able to engage in a class for longer periods. A small success on a long journey. 	

- **Q staff morale?** Staff were very tired.
- **Q How was PS addressing the need to have a consistent phonics teaching across the whole school?** Whilst it was appropriate for each phase to be taught in a different way, a school wide spelling programme was being introduced.

St Luke's: Jamie Caple

- Governors were pleased to learn that a staff well-being team had been created.
- RH commented on the excellent post-16 transition arrangements in place between the school and Oaklands College.
- **Q what had been the impact on learning lost due to covid?** JC had collated data on the following basis:
 - Assessment of what pupils had previously (March 2020) been secure in to see what learning had been lost.
 - On average, less than one objective in each subject area has been lost (this was better than had been anticipated).
 - Opportunity lost: pupils have missed out on lessons in the summer term but staff were aware of what had been planned to be taught in class during this period.
 - St Luke's pupils were never on a uniform trajectory of learning (unlike mainstream pupils), the curriculum was bespoke for each learner.
 - The worst affected areas from lost learning were reading and writing. Fortunately, communication skills have not been too badly affected.
- **Q Gap between PP and non-PP?** This was not significant.
- Gaps in learning will be the focus of covid catch-up funding. The school was planning to achieve this through improving the quality of T&L through investment in training and resources rather than through a schedule of interventions.
- **Q Was the school ready for another school closure?** Additional online learning resources had been purchased to support reading and maths at home.

Forest House Education Centre: Huw Bucknell

- Governors were sympathetic to the particularly unfortunate staffing circumstances at FHEC. One member of staff was having to shield at home permanently and the other had tragically lost his wife.
- HB described the challenges at FHEC in terms of unit staff relationships and sharing the space with ESMA.
- Two new members of staff had joined the team and were settling in well.
- **Q Could any other resources (staff) from within the Federation be deployed to support HB?** HB explained that due to the small size of classrooms within the centre there was not enough space for any more adults currently (because of covid restrictions).

Executive headteacher's report: Stephen Houlton-Allen

- **Q what did succession planning refer to?** CPD was offered to those staff who wished to develop as teachers. Eg MPQH this was available for those staff wishing to move into middle and senior leadership roles.
- Two TAs had undertaken teacher training courses and two more had expressed an interest in pursuing this next year. This was an example of the Federation "growing their own staff".
- **Q what visionary developments was SHA planning?** SHA had many ideas on the back burner which could not be fully explored/implemented at this time due to

	<p>covid. For example:</p> <ul style="list-style-type: none"> ○ Developing a student farm. ○ Establishing links with BBC Country File. ○ Bloor Homes to develop outside space at FHEC. ○ Further developing work experience for pupils. ○ Working more closely with alumni. <ul style="list-style-type: none"> ▪ Q Why had SHA arranged a safeguarding visit by Helen Jones? SHA was confident that the Federation’s safeguarding procedures and processes were now well embedded and secure. An external safeguarding audit would be conducted by Helen Jones to provide validation of these practices and to identify any areas for development. ▪ Action agreed: AB (safeguarding link governor) would speak to Helen Jones on 10 December. ▪ Level of persistent absenteeism were high, c 45 pupils with > 10% absence, ▪ Q what were the schools doing about this? JP explained the reasons why this level was high. Some parents had been reluctant to send their children back to school in September. To address this the school had introduced the following support: <ul style="list-style-type: none"> ○ Early Mental health practitioner was working with parents and pupils. ○ Risk assessment in place to support pupil’s return to school and reassure parents about safety concerns. ○ One pupil had been referred to ESMA. ○ JP was making regular calls to families. ▪ Q what had been the impact of this – how many pupils had been supported/persuaded to return to school? JP to provide this data. 	AB
7.	<p>Staff Survey Outcome</p> <p>The following documents had been shared with governors in advance of the meeting:</p> <ul style="list-style-type: none"> ▪ Federation staff survey results ▪ Parent communication survey and results: St Luke’s ▪ Parent communication survey and results: Collett <p>CK had reviewed the staff survey outcome and recommended that all governors read the results, highlights included:</p> <ul style="list-style-type: none"> ▪ 70 out of 140 staff responded. ▪ Overall, feedback was positive. ▪ Areas where staff were dissatisfied included: <ul style="list-style-type: none"> ○ Governor visibility/interaction ○ Workload. ▪ Q how did heads of school want the governors to address this? Governors explained their reticence about going into the staff room during school visits and disturbing members of staff on their break. ▪ PS felt that governor visibility was high at Collett, RW and PC had spoken with all heads of year, in any event the staffroom was not being used at the moment (because of covid). ▪ Heads of School were happy for governors to make contact with staff via Zoom, this was now a more common and acceptable method of contact. ▪ Governors could join in departmental meetings or else make contact with staff between 2.45pm - 3.30pm each day when they were still in class but when pupils 	

	<p>had left.</p> <ul style="list-style-type: none"> ▪ SHA would arrange to stream the celebration assemblies on Zoom for governors to join in (9-9.30am on Fridays at Collett). ▪ Action agreed: governors to undertake to make contact with link staff before next FGB meeting. ▪ Action agreed: SHA to arrange Zoom link for assemblies. 	<p>All governors SHA</p>
8.	<p>Safeguarding Update</p> <p>The following safeguarding update had been circulated in advance of the meeting:</p> <ul style="list-style-type: none"> ▪ Safeguarding report to the governors dated 15 November ▪ Reducing the need for restrictive interventions in school policy ▪ Covid lockdown and safeguarding report <p>The following was discussed:</p> <ul style="list-style-type: none"> ▪ AB would be stepping down as a governor at the end of term. His role of safeguarding governor would become vacant. ▪ RW agreed to cover this role temporarily until another governor volunteered to take it on. ▪ Action agreed: A governor to volunteer to take on safeguarding link role. ▪ JP described how the Federation's approach to restrictive physical incidents had changed since the last OFSTED inspection. ▪ Herts Steps was working really well and there were also other supporting strategies/tools to help pupil's behaviours for learning. For example, Zones of Regulation. ▪ Where identified, triggers were removed or reduced. The aim of this approach was to enable all pupils to have individual coping strategies which they could use throughout their adult life. This was an important goal, a recent NHS articles indicated that there was one incident of physical restraint every 15 minutes in secondary care and there was a grown national movement to address this. ▪ Q what were the school's contextual safeguarding issues? JP had identified these after looking at the specific risks to the school communities as: <ul style="list-style-type: none"> ○ Domestic abuse referrals ○ Online safety: Federation pupils were particularly vulnerable to this. Online safety was a big part of the PHSE curriculum and staff were also working with parents to identify and research different apps that supported safer online usage. 	<p>All Governors</p>
7.	<p>Resources Update</p> <p>MS had uploaded the following documents in advance of the meeting:</p> <ul style="list-style-type: none"> ▪ Budget summary: St Luke's ▪ Budget summary: Collett ▪ Asset management plan St Luke's ▪ Asset management plan: Collett ▪ Fundraising report 2019/20 ▪ H&S update: November 2020 ▪ Premises update: November 2020 ▪ Fire risk assessment actions: St Luke's ▪ Fire risk assessment actions: Collett ▪ Quotes for Collett: resurfacing and gates (Sampson and Darwin) and decision report 	
7.a	<p>Budget monitoring position</p> <p>The revised budgets had been prepared and submitted to HCC in October. In summary the in-year position was:</p>	

	<ul style="list-style-type: none"> ▪ St Luke’s: predicted in-year deficit: -£282,183 (this had fallen from the original budget prediction of -£478,227 ▪ Collett: predicted in-year deficit: -£348,865 <p>Questions were invited:</p> <ul style="list-style-type: none"> ▪ Q Has there been a response from HCC re deficit budget submission (May 2020)? There had been no response to date from HCC regarding the budget deficit position, despite requests from the school. ▪ Q Was MS confident that the monthly monitor was now correct? (In previous months there had been inaccuracies arising from unaccounted income/incorrect entries by FSS staff). The new FSS adviser (Paula) was preparing a monthly table showing income which was proving helpful. MS felt that the monitoring/reporting was more stable now. She was considering asking FSS to take responsibility for inputting as well as monitoring as this would ensure full ownership and accountability of the accounts to FSS – in the past there had been some difficulty establishing where the errors had been made. MS was still spending a lot of time monitoring the work of the FSS adviser, for example this month, MS had noticed an accounting error of £100,000 in the Collett accounts which has since been rectified. (Capital funding had been missed off a budget line). ▪ Q Who was responsible for inputting for the Federation? This was part of the Bursar’s role. ▪ The fundraising report was noted. An update would be shared at each FGB meeting. 	
7.b	<p>Staff performance management overview</p> <p>Performance management reviews had taken place (see update in Executive Headteachers report):</p> <ul style="list-style-type: none"> ▪ Many staff were now at the top of their pay scale. ▪ The 2.75% increase had been approved at the previous meeting. ▪ There was an increasing overlap between the pay scales as some pay bands were increasing at a quicker rate than others. For example: <ul style="list-style-type: none"> ○ Overlap between H Scale and unqualified teacher ○ Overlap between top of MPS and UPS ▪ Salaries continued to be benchmarked against other special schools. ▪ Government aim to have all entry level teachers on a starting salary of £30,000 by 2022 would impact the budget. <p>Action Agreed: A redacted PM report would be shared with governors at the next meeting. This would show examples of smart targets (trackable and measurable).</p>	SHA
7.c	<p>Premises/H&S matters</p> <p>MS referred the H&S report and noted the following:</p> <ul style="list-style-type: none"> ▪ The H&S link governor (DD) had reviewed the H&S termly report and was in email correspondence with MS. ▪ Work was progressing on addressing the actions raised in the fire risk assessment: <ul style="list-style-type: none"> ○ The fire detection system had been upgraded ○ All required fire doors would be installed by Summer 2021. ▪ Q Was the Federation likely to get capital funding for the planned “waiting line” at Collett? MS was still waiting to hear. The traffic survey had been carried out 2 years ago. There appeared to be no strategy/plan from HCC. ▪ Collet: car park and road resurfacing quotes were shared ranging from £20,000 - £27,000. New gates were part of the fire risk assessment. ▪ HCC have approved a capital bid to replace the boiler which meant that there was now capital funding available to carry out the car park resurfacing work 	

	<p>(Collett had been building up capital reserves to fund the boiler replacement).</p> <ul style="list-style-type: none"> ▪ The governor approved the plans to resurface the main car park, install gates and create a clear pedestrian entrance and walk way at Collett. <p>Premises update</p> <ul style="list-style-type: none"> ▪ There had been no further movement from HCC re the expansion of St Luke’s School. ▪ It had been hoped that this would have progressed by now and as part of the new build the unsafe mobile classrooms would have been demolished. ▪ MS was obtaining quotes for the demolition/removal of these structures (range £13,000 - £26,000). ▪ Q was there any resale value to the mobile classrooms? They were in pretty poor repair (one was not safe) and most electrical items had already been sold to raise money for the school. ▪ Q When had pupils last made use of the mobile classrooms? A class had tried to use one of the classrooms in 2019 but a number of the pupils had developed respiratory problems so the mobile was deemed unfit for use. ▪ A capital bid would be made to HCC for flat roof repairs at St Luke’s (in spring 2021). ▪ Access fobs had been introduced to parts of the school at St Luke’s. This enabled staff to keep lower school pupils separate from the upper school. ▪ A fire escape needed to be added to one of the rooms in the lower school, Quotes for this was in the region of £20,000. ▪ Q Had this been picked up by the fire risk assessment report? No. ▪ The boiler and pipework replacement programme at Collett would start in February. This would be project managed by an external consultant appointed by HCC. ▪ A programme of improvement had been underway at FHEC in conjunction with the NHS Trust: <ul style="list-style-type: none"> ○ New kitchen ○ New windows ○ LED lights ○ Sound-proofed drama room. ○ Classroom refurbishment (paid for by fundraising). 	
8.	<p>Policy Review</p> <p>The following policies were due for review and were approved:</p> <ol style="list-style-type: none"> a. Staff pay policy b. Teachers’ pay policy c. Emergency evacuation St Luke’s d. Emergency evacuation Collett e. Severe weather f. Governors handbook g. H&S St Luke’s h. H&S Collett 	
9.	<p>Governor Matters</p> <ol style="list-style-type: none"> a. Governor visits: Governor agreed to undertake a visit (virtual or in person) in the spring term. SHA would send out a schedule of appropriate dates and subject links. b. Succession planning: 	

	<ul style="list-style-type: none"> ▪ RW thanked AB for his contribution as a governor over the last few years. He had been a tremendous help to the school on post-16 and safeguarding and he would be much missed. ▪ There were now two vacancies for governors and RW would approach Inspiring Governance. ▪ RW confirmed that after 8 years on the governing body she would be standing down as Chair in July 2021. She invited her governor colleagues to consider whether or not they were prepared to take on the chair's role. There was lots of support from the HfL governance team and the NGA for chairs and she urged anyone interested in this role to speak to her separately. <p>c. In house training: it was agreed that a session on OFSTED readiness would be arranged after February half term. Action: clerk to arrange.</p>	<p style="text-align: center;">RW</p> <p style="text-align: center;">Clerk</p>
10.	<p>Any other business</p> <p>Parent survey results: the following was noted:</p> <ul style="list-style-type: none"> ▪ 44% response at Collett ▪ 45% response at St Luke's ▪ Class Dojo received very positive feedback. ▪ The weekly newsletter and the website received good feedback and there was increasing use of the website by parents looking for information. This was promising and SHA hoped this would increase further as parental habits changed. ▪ School communications (to parents) had improved in recent years and this was recognised by parents. ▪ Survey monkey would be used to capture higher parental response rate in future surveys. ▪ Some parents had expressed a preference not to receive information about the other school in the Federation (as being of no interest to them). ▪ Governors gave positive feedback on the newsletter which highlighted the work undertaken at both schools to provide enrichment and extra curriculum activities to pupils as well as addressing topical issues such as Black Lives Matter, Anti-bullying week etc. ▪ SHA showed governors the new branded Blue Tangerine tea and coffee which would be launched on Tuesday 24 November to support the federation's mobile barista unit. 	
11.	<p>Meeting dates for 2020/21 remaining</p> <p>Monday 8 February at Collett</p> <p>Monday 22 March</p> <p>Monday 17 May</p> <p>Monday 28 June</p>	