



The Blue Tangerine Federation

7.00pm Monday 05 July 2021 on Zoom and in person at
The Collett School, Hemel Hempstead

Full Governing Body

MINUTES

Present:	Rachel Andrew (RA), Aurele Mes Boaye (AMB), Poppy Choudhury (PC), Ian Dignum (ID), Debbie Dorman (DD), Ruth Hammerson (RH), Stephen Houlton-Allen (SHA), Claire Kelvin (CK), Laura Lilley (LL), Josh Pollard (JP), Andy Summerskill (AS), Ros Wood (RW, Chair)
Not Present:	Parris Williams (PW), Pauline Mills (PM)
In Attendance:	Huw Bucknell – HB, Head of School, Forest House Education Centre Jamie Caple – JC, Head of School, St Luke’s Pam Stocks - PS, Head of School, Collett Tracey Norris – HfL Clerk

Agenda item		Action
1.	To receive apologies and approve absences RW welcomed everyone to the meeting in particular to Laura Lilley (newly appointed LA governor) and Jenny Witter who would take over as Head of School at Collett in September. Attending via Zoom were Claire Kelvin, Ruth Hammerson, Huw Bucknell. Parris Williams was not present.	
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 17 May 2021 were approved as an accurate record of the meeting. Matters arising were considered: <ol style="list-style-type: none"> a. MS to provide governors with cash flow updates: see agenda item 8. b. RA to get staff feedback on interest in holding a governor clinic/meeting: see agenda item 8.b 	
4.	To note any other business Two items raised: raising equality in education and Step-Up training for governors.	
5.	Executive Headteacher’s Update SHA shared a promotional video of the Blue Tangerine Horsebox Café. As soon as a full-time manager could be appointed, bookings would start being taken for weekends/fairs and other outdoor events. Working in the café provided pupils with Level 1 and Level 2 qualifications as well as actual work experience. Bookings already taken included Ayletts Garden Centre and providing coffee at local secondary schools for staff during INSET days. Bookings would be made via the website. The following documents had been circulated in advance of the meeting: <ul style="list-style-type: none"> ▪ EHT report to governors June 2021 SHA provided the following update and invited questions: <ul style="list-style-type: none"> ▪ HCC response to deficit budget/financial pressures on St Luke’s School and proposal to “move” Forest House Education Centre to a newly created Academy 	

Trust: non received.

- SHA had written to Tania Rawle and Simon Newland (HCC) who had said they would come to a FGB meeting to update governors directly. Invitations had been sent to them to attend this meeting, the May meeting and the March meeting before that.
- Jo Fisher would be replacing Jenny Coles as Director of Children’s Services and SHA had made contact with her. The email has been acknowledged.
- There has been no correspondence from HCC on the St Luke’s financial position.
- **Q More pupils were being placed at both schools than the funded number (PAN) what were the financial implications of this?** SHA explained how through the process of tribunals, HCC could place pupils at any school regardless of whether there was a space or not.
- **Q Did the school have the right to refuse to take a pupil when already full?** This was not a good enough reason to refuse a pupil, if the school could not meet the needs of the pupil, then this would be explained, however in most tribunals, the school response was disregarded.
- For the first 3% of pupils placed at a school over PAN the school received the top up funding only, the first £10,000 (called Base Funding) was not paid. There was a complex formula in place which was not always entirely transparent and therefore difficult to make accurate budget projections.
- **Q Did parents identify the school as their “first choice”?** Yes, and parental choice was hugely important to the tribunal. However, SHA was aware that in a recent tribunal both St Luke’s and another school had been told they were both the parent’s first choice school. There was a lack of transparency around the process.
- **Q Were parents misinformed about the provision at St Luke’s or the Collett – why did they name the school if the provision was not right for their child?** St Luke’s and Collett were LD (learning difficulties) schools, this was not a good fit for mainstream pupils with SEMH needs.
- **Q Is there any mechanism to make it clear to parents that their child is perhaps not be a good fit for the school?** This is hard to achieve, but their very nature, the school staff are understanding of the pupil’s condition/needs in a way that mainstream staff will not be, this immediately creates a bond between the parents and the school which is hard to break. They are usually desperate for someone to understand their child
- **Q If a tribunal places a child at one of the schools but only pays the top up funding and the pupil has exceptional needs so requires a one-to-one support, what financial support will the school get?** Very little. The school can request extra funding for a short period of time to support the pupil’s transition to the school but it is not always successful.
- **Q How often does the school’s response that it can’t meet a pupil’s needs get overridden?** Regularly. St Luke’s were currently at 164 pupils (funded places = 160) and Collett were at 129 (funded places = 128).
- **Q What was the reason for the higher number of physical assaults at Collett due to the fact that Collett was not the right provision for this pupil?** There are four pupils at Collett attending on a part time timetable as they are not able to cope with a full day. Staff have been injured; one has been knocked unconscious. Representation from the SEND team has been non-existent, in one case, they

	<p>failed to attend the EHCP review until the third meeting.</p> <ul style="list-style-type: none"> ▪ Q Who runs the tribunal process? It is chaired by a solicitor and arranged by HCC and its lawyers. There is usually a SEN adviser on the panel. ▪ SHA referred to the examples in his EHT's report which showed where pupils (who had been inappropriately placed within the Blue Tangerine and funded at no more than £16,000 pa) typically ended up (residential provisions in/out of county ranging from £50,000 to £250,000 pa). ▪ Q What were the biozones? This was an air purifying system which had been installed at Collett which killed virus and bacteria. Covid-catch up funding had been used to install this system in the 12 classrooms at Collett. ▪ Q Why wasn't this introduced at St Luke's as well? St Luke's was a bigger site (22 classrooms) and other priorities had been identified for covid catch up funding at St Luke's. Depending on the success of the installation, this may be considered for a future capital project at St Luke's. ▪ PS observed that there had been less illness at Collett than usual, but other contributing factors might have affected this (increased hand washing, increased cleaning, social distancing). ▪ Governors were delighted to see that fundraising across the Federation had secured the services of two music therapists. ▪ Q What progress had been made with the S&L provision? Internal appointment made at St Luke's; this was working well. ▪ Q What support is in place for those members of staff who are performing at level of "requires improvement"? Each member of staff has close monitoring and an action plan to improve. Where appropriate, training has been offered to support practice. 	
6.	<p>Heads of School Update Reports had been circulated in advance of the meeting on Governor Hub and questions invited:</p> <p>a. Head of School report: Collett (Pam Stock/Jenny Witter)</p> <ul style="list-style-type: none"> ▪ Q Collet has four unqualified teachers – what does this mean? An unqualified teacher is the term used for any teacher who does not have a degree. This does not mean that they don't have years of teaching experience. Ideally, the school would only employ qualified teachers but experience of specialist provision is just as essential. Unqualified teachers provide PPA cover, early years practitioner. ▪ Q Does this mean they are underpaid compared to a qualified teacher? Unqualified teachers are on a different pay scale to teachers but receive the same terms and conditions. There was a CPD programme in place to support all unqualified teachers who wished to progress to qualified status. ▪ Q Why did the school not have any reception aged pupils? Typically, SEND diagnosis and referral to a special school did not take place earlier than Y2 as evidence took time to collect. ▪ Q Positive parent feedback on Zoom assemblies – would these continue? Yes. ▪ Q Has the school restructured – what has happened to middle school? School leaders had temporarily moved away for this classification of staff teams in order to create a more cohesive approach to support pathways. This also reduced bulges and transition anxiety for pupils moving from Lower > Middle > Upper school. (See section b for update on St Luke's structure). 	

	<ul style="list-style-type: none"> ▪ The changes are also in response to the new leadership team in place in September (all three previous heads of Phase have moved into new roles or have retired). <p>b. Head of School Report: St Luke’s (Jamie Caple)</p> <ul style="list-style-type: none"> ▪ Unqualified teachers at St Luke’s delivered specialist lessons eg animal welfare and cookery. ▪ School structure: 18 classes split between Lower, Middle and Upper phases. However, this structure was fluid and responded to pupil numbers. SLT did not want to create culture of separate departments. ▪ Each phase has a Head of Department with assistant heads of department in place for middle and upper school for September (this was on a one-year fixed term contract only) in response to the larger size (middle = 9 classes, upper = 6 classes). These roles might evolve into to curriculum leaders. <p>c. Head of School report: Forest House Education Centre (Huw Bucknell)</p> <ul style="list-style-type: none"> ▪ Governors noted the appointment of two new members of staff and that HB and his team had successfully got information to the examination boards under particular difficult circumstances. 	
7.	<p>Curriculum Provision: Collett</p> <p>Ben Linford, the current Head of Curriculum at Collett (he had been appointed DHT from September) shared a presentation with governors on the curriculum provision in place within the Federation:</p> <ul style="list-style-type: none"> ▪ Curriculum intent: does the curriculum match the needs of the pupils, does it prepare them for life after school. ▪ The national curriculum provides a framework for mainstream schools which is not appropriate for LD schools. ▪ Four areas of learning have been identified: <ol style="list-style-type: none"> 1. Communication 2. Functional skills 3. Understanding the world 4. Personal development ▪ Communication is the biggest barrier for LD pupils, picking up on body language, expression etc. ▪ Functional skills, this is fast evolving and all pupils will need the skills to navigate the digital world. ▪ Personal development: pupils need the skills to help them establish and maintain relationships, their physical development, health and wellbeing. ▪ Understanding MY world: LD pupils need to have awareness of significant events and topics of debate – the curriculum is designed to develop their cultural capital (eg why do people wear poppies in November). ▪ The areas of learning were presented in a Venn diagramme, teaching the skills identified where the areas overlapped would have the most impact on learning; consider the skills required to take a trip to the shops and buy something for example. ▪ Four curriculum pathways have been created: <ul style="list-style-type: none"> ○ Level 1: college course of some kind ○ Level 2: NVQ entry level 2 or 3 ○ Level 3: Entry level 1 ○ Level 4: Personal progress (rather than a national qualification, practical 	

	<p>based learning)</p> <ul style="list-style-type: none"> ▪ There was an option for Level 5 for those pupils with extreme need. ▪ Pathways were not fixed and pupils could move between them. ▪ A range of information was used to help assign a pupil to a particular pathway: <ul style="list-style-type: none"> ○ Teacher assessment ○ EHCP targets ○ CAPS levels ○ Maths/spelling tests <p>Governors thanked Ben for his presentation.</p>	
8.	<p>Resources</p> <p>The following documents had been circulated in advance of the meeting:</p> <ul style="list-style-type: none"> ▪ Collet P1 & P2 monitor ▪ May monitor St Lukes (uploaded after the FGB meeting) ▪ Premises report June 2021 ▪ Governor H&S audit: May 2021 ▪ Governor H&S audit: June 2021 <p>Manda Sides (MS) provided the following update and questions were invited:</p> <ul style="list-style-type: none"> ▪ The monitoring report for Collett had been received on Friday 2 July. There were issues or significant variances to budget to report. ▪ The St Luke’s monitor was not yet available. The school now purchased the “Plan A” package from Herts for Learning; the Financial Services Team inputted all transactions as well as prepared the monthly reports. It was hoped that the Plan A option would address the various errors/corrections needed in the past. Unfortunately, there had been some FSS staffing issues and the monitoring report had been delayed. ▪ The new area manager, Helen Harding was helping to resolve the issue. (NB for new governors it was noted that Helen Harding had previously been the School Business Manager at St Luke’s). ▪ Both schools had received additional unbudgeted income of £18,000 (Collett) and £15,000 (St Luke’s) relating to covid-testing. ▪ All key members of staff at HfL/HCC have been informed of the projected in-year deficit at St Luke’s which was significant (revised in year deficit as at 16 July was £473,000). ▪ The Action Group had not met since March 2020 despite various requests to both the Chair of this group and HfL/HCC from SHA. ▪ Covid catch up funding had been spent according to the priorities at each school. ▪ Q Was the projected deficit at St Luke’s due to the need to recruit staff to support a safe staffing structure? Yes. This would have impacted the school in 2020/21 but a consequence of the lockdown had been a delay to this recruitment programme. There were no significant projects in the budget other than a £50,000 accrual for roof repairs although it was hoped that a capital bid to HCC would be successful. ▪ Q Had the underfunding at FHEC been addressed by HCC? No. ▪ The Federation had moved bank accounts from Barclays to NatWest (HCC decision) as a result, MS now had access to online banking. ▪ Q Would the Schedule of Financial Delegation need to be updated? The same authorisation requirements would be in place; two members of staff to input and head of school to authorise a payment. 	

	<ul style="list-style-type: none"> ▪ Q Was St Luke's cash flow position secure? Yes. The current account was always "topped up" overnight by HCC to ensure salaries etc were paid. 	
8.a	<p>Premises/H&S matters</p> <ul style="list-style-type: none"> ▪ Q Had the fire risk assessments been booked? Yes, these would take place on 7 and 8 July. ▪ Q Was this a legal requirement or good practice? This was good practice and involved a wholesale review of the indoor and outdoor fire risks conducted by the local fire department. It also reviewed all the school's paperwork. Eg evidence of staff undergoing fire safety training etc. 	
8.b	<p>Staffing</p> <p>Staffing changes in September were reported in each Head of School report. The following key staff changes were noted:</p> <ul style="list-style-type: none"> ▪ Pam Stocks: retiring as Head of School, Collett ▪ Nigel: Leaving FHEC after 12 years. ▪ Hayley: Head of department at St Lukes <p>Aurele Mes Boaye had conducted exit interviews at St Luke's earlier that day and would prepare a written report/action plan for consideration by the FGB at its next meeting. Headlines included:</p> <ul style="list-style-type: none"> ▪ This had not been done before and was considered best practice. ▪ AMB had spoken to two teachers and one TA. ▪ Themes for potential areas for development included: <ul style="list-style-type: none"> ○ Communication has been poor or not timely, the loss of team briefing sessions (due to covid) was cited. ○ Lack of CPD opportunities because of covid/budget restrictions. ○ Structural changes in teaching expectations/standards. <p>The chair thanked AMS for his time. AMS would also arrange exit interviews at Collett.</p> <p>Action from previous meeting: RA to canvas staff re need/desire for a governor clinic/drop-in session either in person or via Zoom: RA had received only three responses from staff, one suggested an in-person clinic, one suggested a Zoom clinic and one had no preference. She had emailed all staff in May.</p> <ul style="list-style-type: none"> ▪ The staff survey would be re-issued in September (only 62/180 responses had been received). ▪ Q Was the low response rate due to the timing of the survey? Possibly but RA had received only three responses to her survey in May. ▪ PS noted that Collett staff had commented positively on increased governor visibility; now that covid restrictions were lifting, Poppy Choudhury had been making visits to the school. ▪ Action: AMB to review staff survey questions (there were 14). ▪ Action: SHA to reissue staff survey in September ▪ Action: Agree date for governor drop-in clinic in autumn term. 	<p>AMB SHA FGB</p>
9.	<p>Safeguarding (Josh Pollard)</p> <p>The following reports had been circulated in advance of the meeting:</p> <ul style="list-style-type: none"> ▪ Annual safeguarding report to Governors ▪ Safeguarding update: June 2021 ▪ Pupil premium report <p>Questions were invited:</p>	

	<ul style="list-style-type: none"> ▪ Q What were the triggers for the fixed term exclusions? Was this an effective way to address behaviour issues? Only EHT could authorise a fixed term exclusion. This was only done in extreme situation when a pupil’s actions were unsafe and staff needed time to consider what changes in provision (within the school) could be made to further support the pupil. Fixed term exclusions were not effective for changing patterns of behaviour. However, it was necessary for the school to evidence that behaviours were dealt with consistently and that dangerous behaviour was addressed. In all cases, the individual family circumstance were considered. ▪ The list of reasons for a fixed term exclusion were defined by the DfE. ▪ There were lower reported incidents of bullying and cyber bullying during lockdown, Q was this because the number of incidents fell or because there were fewer reports of incidents made? The majority of all bullying incidents were due to online bullying, because pupils had not been in school there were fewer opportunities for pupils to report an incident to staff. ▪ Q what was the school doing to ensure any matters not reported were identified? PSHE sessions had been increased on return to school after 8 March to provide pupils with more opportunities to raise such matters. ▪ Q Where did domestic abuse notifications come from? The police notify the school of any house visit made. This is useful information even if the pupil was not directly involved. ▪ Q Was analysis done of the reasons behind unauthorised absences? Yes, JP tracked this information and monitored attendance constantly. There were various reasons for absence ranging from school refusers to genuine illness. ▪ Q What actions did school take to improve attendance data of school refusers? Identification of the blocker to attending school was the key. When known, school did everything possible to mitigate this. ▪ Q Allegations made against staff – what was the status of these two cases? Both were now closed. 	
10.	<p>Governor Matters</p> <p>a. Governor composition:</p> <ul style="list-style-type: none"> ▪ The appointment of Laura Lilley as LA governor 5 July 2021 – 4 July 2025 was approved. ▪ Chair of governors: Ros Wood would be stepping down as a governor and chair at the end of term. Nominations were invited for the role of Chair. After the meeting, Ian Dignum volunteered to stand as chair for the year 2021/22. This was unanimously approved by governors via the message board on Governor Hub but would be formally ratified at the first meeting in the autumn term. ▪ Claire Kelin was stepping down as governor due to work commitments and the Chair thanked her for her support of the Federation in general and Forest House in particular. She would be missed. ▪ There would be two co-opted vacancies from September and RW would advertise these positions on Inspiring Governors and Governors for Schools. <p>b. Governor visits</p> <ul style="list-style-type: none"> ▪ The clerk explained the format to be followed when conducting a governor visit (see governor visit folder, policy and template visit form in governor 	

	<p>hub). A governor visit form was an excellent way for governors to demonstrate their impact. Class visits/learning walks/meetings with subject leaders and link members of staff should all be recorded. Governors were not in school to comment on the quality of teaching and learning (they were not qualified to do this) but to evidence when/where they saw the school improvement priorities being carried out.</p>	
11.	<p>Policy Review None due for this meeting</p>	
12.	<p>Any other business</p> <p>a. Inequality and racism in schools: RA had recently attended training on inequality and racism in education and shared a breakdown of pupil ethnicity at the schools within the Federation compared to national data:</p> <ul style="list-style-type: none"> ▪ 14% UK BAME ▪ 12.4% Hertfordshire BAME ▪ St Luke's: 14.9% ▪ Collett: 20.6% ▪ Recommendations to promote race equality were shared at the training course and included: <ul style="list-style-type: none"> ○ Audit of school to assess equality of opportunity and equality of outcomes. ○ Create a BAME forum ○ Unconscious bias training for staff <p>b. Steep Up training: It was agreed that Josh Pollard would deliver a short Step Up training session for governors at their next meeting (see message from JP on Governor Hub.</p> <p>SHA took this opportunity to thank Ros Wood for her support and guidance to the Federation in her eight years as a governor.</p>	
12.	<p>Meeting dates for 2021/22</p> <p>Autumn term Monday 13 September 2021 Monday 22 November 2021</p> <p>Spring term Monday 31 January 2022 Monday 21 March 2022</p> <p>Summer term Monday 23 May 2022 Monday 4 July 2022</p>	

Meeting closed at 8.50pm

Governor Attendance Record						
	14 Sept	23 Nov	8 Feb	22 Mar	17 May	28 Jun
Rachel Andrew	P	P	P	A	P	P
Anthony Bruton	P	P	Resigned 18 December 2020			
Aurele Mes Boaye					P	P
Poppy Choudhury	P	P	N	P	N	P
Ian Dignum				P	P	P

Debbie Dorman	P	P	P	P	P	P
Ruth Hammersall	P	P	P	P	P	P
Stephen Houlton-Allen	P	P	P	P	P	P
Claire Kelvin	P	P	P	P	P	P
Laura Lilley						P
Anna Pastalides	M	M	Resigned 01 January 2021			
Josh Pollard	P	P	P	P	P	P
Pauline Mills				P	P	N
Paul Morgan	P	Resigned 23 November 2020				
Andy Summerskill	P	P	P	P	P	P
Parris Williams *	P	N	P	N	P	N
Ros Wood	P	P	P	P	P	P
In Attendance						
Huw Bucknell	P	P	P	P	P	P
Jamie Caple	P	P	P	P	P	P
Manda Sides	A	P	P	P	A	P
Pam Stocks	P	P	P	A	p	P

*Associate governor (responsibility finance): not required to attend FGB meetings

Key	
Present	P
Apologies received	A
Not present	N
Maternity leave	M