|  |  |
| --- | --- |
|  | **The Blue Tangerine Federation**Governing Body Meeting**Held on Monday 14 November 2022 at 7pm at St Luke’s School****MINUTES** |
| **Meeting Attendance 2022/23** |
| **Name** | **Governor Category** | **26 Sept** | **14 Nov** | **16 Jan** | **6 Mar** | **15 May** | **27 Jun** |
| Gareth Burger | Parent | P | P |  |  |  |  |
| Poppy Choudhury | Co-opted | P | A |  |  |  |  |
| Ian Dignum  | Partnership | P | P |  |  |  |  |
| Nick Griffith | Co-opted | P | P |  |  |  |  |
| Stephen Hoult-Allan  | Executive head | P | P |  |  |  |  |
| Ebbah Kwambai | Co-opted | P | P |  |  |  |  |
| Laura Lilley | Co-opted | N | **Resigned 3 October 2022** |
| Gemma Luke | Parent | P | P |  |  |  |  |
| Aurele Mes Boaye | Co-opted | A | A |  |  |  |  |
| Chris Parsons | Partnership |  | A |  |  |  |  |
| Josh Pollard | Associate | P | P |  |  |  |  |
| Andy Summerskill | Co-opted | P | P |  |  |  |  |
| Rachel Andrew | Staff | P | P |  |  |  |  |
| **In attendance** |
| Jamie Caple |  St Luke’s | P | P |  |  |  |  |
| Jenny Witter  | Collett | P | P |  |  |  |  |
| Manda Sides  | Head of Operations | P | P |  |  |  |  |

|  |  |
| --- | --- |
| P | Present |
| A | Apologies provided |
| N | Not present |

|  |  |  |
| --- | --- | --- |
|  | **Item** | **Action** |
| 1. | **Curriculum presentation: St Luke’s**Max Guiney (MG) presented a deep dive in the curriculum provision at St Luke’s School through the experiences of two pupils in Y9 to be referred to as John and Jane:* Each student’s curriculum was personalised and adapted for their individual needs. Effectively the school was delivering 161 different curricula each day.
* John begins each day with rebound therapy (supervised jumping on a trampoline) this helps him to regulate himself after his car journey to school and prepares him for lessons.
* The morning is divided between maths and literacy with afternoons spent on the wider curriculum. John takes frequent breaks for therapeutic support techniques (eg blowing bubbles in a cup).
* The curriculum is mapped out over a three-year cycle and for each term there is a detailed plan of what needs to be covered. This is under constant review by curriculum teams, recently the history curriculum was amended to better represent black history, for example.
* The national curriculum provides the basic framework for the school’s curriculum which has been adapted and re-shaped to better support the needs of St Luke’s pupils. The focus is on functional skills and promoting independence.
* Q How are pupils assessed, how much are parents involved and aware of the adaptations needed to make each day successful eg John’s rebound therapy could be used at home as well? Communication between parents and the school is good with a range of channels being used; class dojo, parent consultation evening, EHCP review meetings etc. More could always be done to share techniques/adaptations which pupils could continue to use into adulthood.
* Jane has visual and hearing impairment as well as ADHD and a rare KBG syndrome. For handwriting and reading lessons, she uses a magnifying glass and an adapted pen.
* Assessment is made using StAPPS; within each subject, a pupil is marked against a list of statements (some of which are lifted from the Early Years national curriculum). The assessment sheet illustrates where gaps in learning are and helps teachers plan next steps.
* The school uses Read, Write Inc (RWI) for phonics teaching and this programme ensures that the reading books which are sent home are matched to the pupil’s phonics level (books are banded).
* The school uses Rosenshine’s “Principles of instruction” and all lessons are very visual and scaffolded; photos of John in a maths lesson evidenced this.
* There is a high level of differentiation within each class.
* Annually, the composition of each class is reviewed and altered accordingly to academic ability, social dynamics and environmental factors. It was pointed out that a group of Y11 pupils could be placed in a class together but range of ability could be huge.
* Key curriculum messages for governors to note:
	+ Bespoke curriculum for each pupil = 161 different curricula in place.
	+ Holistic approach to the whole child = ready to learn.
	+ Progression from starting points is key and tracked through StAPPs.
	+ Developing independence; the impact of this might be seen later in a pupil’s career, for example. as they progressed to higher education and beyond – on-going links with local colleges was useful in tracking ex-pupil's successes.

Governors thanked Max for his presentation and asked that the slides be uploaded to Governor Hub.  |  |
| 2. | **Welcome and apologies**The chair welcomed all to the meeting. Apologies for absence had been received and were approved for Aurele Mes Boaye (paternity leave) and Poppy Choudhury (work commitments). Since the last meeting, Laura Lilley had resigned due to capacity issues and the role of safeguarding link governor had been taken on by Gemma Luke. A new partnership governor had been appointed, Chris Parsons, who unfortunately was not able to attend tonight’s meeting. He would be joining the Finance & Resources Committee and would take on the finance link governor role. The meeting was quorate.  |  |
| 3. | **Declaration of conflicts of interest**Governor declarations were up to date on Governor Hub. Long standing declarations to note were:* SHA was a non-executive director of HFL Education and his partner was a trustee of the Blue Tangerine Charity.

There were no new declarations relevant for this agenda. |  |
| 4. | **Minutes and actions arising**1. The minutes of the meeting held on 26 September 2022 were approved as an accurate record of the meeting.
2. Actions arising were reviewed:
3. Governors to complete annual declarations on governor hub: all completed.
4. ID to chase AMB for update on exit interviews conducted in the summer term: two exit interviews were completed. **Action: ID to chase AMB for the reports**. ID asked that the schools notify governors of any resignations at the earliest opportunity to give governors enough time to arrange an exit interview (either remotely or in person). In the absence of AMB, ID and EK would undertake this task.
5. ID to undertake check the process of the school’s single central record (SCR) in autumn term: completed and this task would now fall under the safeguarding link governor's role. It was noted that the schools completed their own termly check of the SCR.
6. JC/JW to send ID the priorities for the autumn term to be incorporated into governor visit schedule: some received and added to the governor visit form. ID to update further with the expanded questions sent by SHA.
7. Heads of school to share staff absence data in future reports: completed, see agenda item 7.
8. Governors to read the curriculum books available on each school website as these were a helpful introduction to the curriculum provision at the schools: ongoing.
9. Arrange for presentation from curriculum leaders (Ben and Max) at the next meeting: held, see agenda item 1.
10. JP to include table in future attendance reports with school refusers/pupils on P/T timetables removed: a comprehensive attendance report had been included at agenda item 8. The school’s attendance data was good but had not been shown with school refusers/pupils on reduced timetables removed. This was tracked internally and would be shared with governors. This demonstrated the positive impact of the school’s attendance improvement plan on other pupils and should be celebrated. **Action: JP to share year to date attendance data with school refusers and pupils on part-time timetables removed.**
11. Governors to book on to a safeguarding course if their training was not up to date, this could be either a HfL face to face session or a Modern Governor refresher: the following had been booked:
* Poppy Choudhury: 29/9/22 (modern governor refresher)
* Ian Dignum, Poppy Choudhury: 23/11/22
* Gemma Luke: 29/11/22
* Gareth Burger had completed safeguarding training at his own school and would update his training profile manually.
1. RA to prepare BAME breakdown: this information had been circulated with the agenda. Governors asked for the staff and pupil information to be document to be combined to create an overview for the whole federation and for this topic to be discussed at the next meeting.
 | IDIDJPGBAgenda |
| 5. | **Any other business**Two items were raised, see agenda item 15. |  |
| 6. | **Chair’s update**ID summarised his work as chair since the last meeting:* Weekly call with the Executive Headteacher.
* HfL Governance conference, ID attended two seminars, “Effective Onboarding” of governors and “Failing to Outstanding”.
* Vision/mission and strategy training (from HfL); he was pleased to report that most of the best practice recommendations made at the various training events he had attended, were already being used by the FGB.
* Meeting with a prospective governor.
* Permanent exclusion panel (alongside Andy Summerskill and Poppy Choudhury)
* Meeting with the clerk for agenda preparation.
* OFSTED complaint investigation delegated to the chair from HCC via Becky Cox at HfL (no substance to complaint found).
* Executive Headteacher’s performance appraisal review meeting (informal).
* Executive Headteacher performance management meeting with HIP, vice-chair and Collett link governor: date to be arranged in November/December.
 |  |
| 7. | **Head of School Reports**The heads of school reports had been circulated in advance of the meeting and questions invited:St Luke's: Jamie Capel (link governor: Nick Griffith)* Governors asked for data trends over time to be included (where this did not create too much additional work for staff) so it was apparent if the current snapshot represented an improvement or decline from the previous report. For example, there were currently 5 vacancies and recruitment had been flagged as a challenge. Q Had the number of vacant slots increased or fallen from the previous report/previous term – how did this related to the previous year?
* MS noted that previously, there had been 11 x TA vacancies so having 5 was an improvement. This context would be useful for governors to know and could be shown as simply as an up/down arrow, for example.
* Q Did the challenge in recruitment mean that the staff:pupil ratio was being affected or were gaps being filled by agency staff?
* The school was four TAs short on what had been planned and budgeted for. The other vacancies were being filled by agency staff who were more expensive so in order to balance the total sums being spent on staffing (against the budget) not all the vacancies had been filled.
* JC explained the benefits of using agency staff who sometimes went on to take on a permanent role at the school, their agency role was effectively a probationary period and only good practitioners were offered permanent posts.
* An advert was currently live at the moment (for a TA role) and so far, there had only been one application – the closing date was Thursday.
* There had been great successes in teacher recruitment and over 8 applications for the animal assistant role.
* Q Did the school over-recruit if more good candidates than vacancies were available? This was not often the case but had happened in the past. Good candidates were shared between both schools and considered for other suitable roles if appropriate.
* Staff absence data looked high (320 days in total). On average (taking away the maternity leave and long-term sick) this represented 4 members of staff absent each day. Q Was this correct and was this typical for the education sector? This figure was high but included five members of staff who would be leaving at the end of term who between then accounted for 40% of the absences. The number also included 9 days of paid holiday – some staff were on a 52 week a year contract - plus apprenticeship training day absences.
* Governors noted that context was key. The further explanation by JC demonstrated that school leaders were managing staff absences well.
* Q What was the total headcount? 54 full time equivalent posts = 71 members of staff.
* Q What were the “flexible” contract arrangements being considered? It was noted that this was an operational matter and need only come to governors if a strategic discussion was required. JC was considering offering TAs a 3pm finish time to increase the appeal of the job advert but was mindful of the need to be equitable to all staff.
* The number of extra curriculum events coming up were noted. The Chair encouraged governors to attend as many as they were able to. SHA confirmed that the school’s Christmas service would be held on 20 December at St Mary’s Church.

Collett: Jenny Witter (link governor: Poppy Choudhury)* In terms of the number of suspensions issued, Q how many children did this relate to? The four suspensions related to four different children.
* Q What impact on literacy progress had been noticed from reintroducing the previous practice of sending reading books home? It was too early to comment on this. JW was excited by the launch of Boom Reader – an online reading record to replace the old paper-based system which in the past often got lost or was not completed. The award scheme had also been overhauled to celebrate the amount of time a child spent reading with an adult rather than the reading level attained.
* **Action: Provide update at next meeting on progress/impact/implementation of the home reading scheme.**
* Q What arrangements were in place for families not able to access Boom Reader online? The school was aware of which families struggled to access Class Dojo and would make a paper-based reading record available if required. Boom Reader was available as an app which could be downloaded to a phone. JC was watching the roll out of Boom Reader with interest and if successful would consider adopting it at St Luke’s.
* Q What service did Saracens offer the school? The school signed up to the Saracens 6-week programme (tag rugby skills) whenever it was offered. Previously, a similar community link had been established with the Berkhamsted Hockey Club.
* **Action: GB would explore the community links available through the St Albans Hockey Club.**
* It was clarified that an OFSTED inspection would relate to a single school only despite the schools being in a federation. St Luke's was in the OFSTED window, its last inspection was conducted in May 2019.
* Q When would the parent questionnaire be sent, should the questions be adapted/added to? JW had circulated the standard OFSTED parent questionnaire in advance of the meeting. It was noted that Q7 had been changed as all pupils at Collett had a diagnosis of SEN. The benefits of using a standard template questionnaire was noted and staff were keen that parents got used to completing the OFSTED questions which were always issued as part of an inspection. The questionnaire would be issued as soon as possible and results considered at the next meeting.
* Q Should the parent questionnaire be anonymous or not? The pros/cons of allowing parents to respond anonymously were discussed. It was hoped that a parent would make themselves known to the school if they had a serious concern to raise. There was an additional box for further comments at the end of the questions. This was an operational matter and could be decided by the school.
* EK offered her assistance to the use/manipulation of MS Forms if needed.
 | JWGBAgenda |
| 8. | **Safeguarding and attendance: Joshua Pollard**The following documents had been circulated in advance of the meeting: * Safeguarding report for governors (autumn 1)
* Attendance report for governors
* Attendance data for St Luke’s and Collett

Questions/comments were invited: * The safeguarding link governor had met with JP on Friday 11 November and covered much of the content of the safeguarding report as well as reviewing some of the typical OFSTED safeguarding questions. This was a useful way to get up to speed with safeguarding practices and procedures.
* Some interesting differences were noted between attendance data for PP vs non-PP and White British vs non-White British. Governors suggested that it would be useful to know how many pupils were in each cohort as this would impact the statistical relevance.
* Attendance was good and significantly above national SEND averages. Both schools were close to mainstream national averages.
* Following the pandemic when attendance data was tracked weekly by the DfE, OFSTED now had a better understanding of the challenges facing SEN attendance and the inherent differences between a special school and a mainstream with regard to attendance. Many SEN pupils also had medical needs which required regular medical appointments (which negatively affected attendance data).
* Q What is the Federation’s target for authorised absences? Ideally this would be zero but given the high level of medical needs of pupils this was unachievable. 5% was a realistic level of absence for medical/sickness grounds.
* Q Y11 attendance at St Luke’s was particularly low, what were the reasons for this? Two of the lowest non-attenders were in this year group (reduced timetables and out of school provision were being explored).
* Q If a pupil was late due to transport issues, how was this recorded? A late did not impact the attendance data. The school recognised that transport issues were outside the control of the child (when transport was arranged by HCC and often involved multiple pick-ups).
* The best way to display the behaviour report were considered. The benefit of comparisons over time were raised to allow governors to track the effectiveness of the behaviour policy to manage pupil behaviour.
* St Luke’s School had been involved in a DfE Behaviour link programme with a school in Leighton Buzzard. This had led to some meaningful debates about the categories for behaviour reporting and which provided the most useful data for staff. The federation’s behaviour reporting system had been overhauled as a result.
* **Action: JP to work on a rolling metric eg behaviour incidents in the previous 20 school days/previous half term to show a trend over time** (was behaviour improving or escalating). Key dates should also be included as this provided context, eg the last day before a holiday period often saw a spike in behaviour incidents.
* School leaders used the behaviour analysis to identify any training needs or adaptions to individual pupil’s provision.
* It was noted that the outliers in the data would always obscure the excellent work which was evident in school on a daily basis. Governors noted the good behaviour and good behaviour for learning of pupils observed during recent link visits.
 | JP |
| 9. | **Finance update**The chair of the F&R committee, Nick Griffith, summarised the key matters discussed at the meeting held on 18 October (the minutes of which had been circulated in advance of the meeting):* Each school budget had been set with a projected in-year surplus (albeit small). This position had changed to a deficit due to the larger than projected pay awards which had been agreed nationally by the government and unions.
* The total impact on the overall staffing budget was an additional (unbudgeted) £58,000 at St Luke’s and £48,000 at Collett.
* Consideration had been given to where further savings could be made to re-balance the budgets but there were no areas left to cut.
* Changes to holiday pay: HCC had identified an accounting error relating to support staff holiday pay. HCC had recommended that this change was delayed for as long as possible and not implemented until April 2023. The F&R Committee felt this was unfair to those members of staff who had been affected by the error and recommended to introduce the changes immediately.
* MS confirmed that the total cost was less than originally predicated at £5,000 for Collett and £3,000 for St Luke’s.
* Governors approved this recommendation and authorised MS to implement the changes as quickly as possible, ideally by December payroll date if feasible.
* The committee had conducted a deep dive into supply costs and were pleased to report that when considered in total, ie the amount spent on supply offset by the amount saved in staffing costs due to vacant posts, the spent against budget was not too large.
 | MS |
| 10. | **GDPR**A summary of all data breaches and Subject Access Requests (SARs) had been shared in advance of the meeting. This was in addition to the annual statement prepared by the DPO. There had been two minor breaches in the last academic year. The summary also tracked the hours spent by staff responding to SARs which was not inconsiderable.  |  |
| 11. | **Policies for ratification** The following policies had been circulated on governor hub for review and approved:1. GDPR policy and retention schedule.
 |  |
| 12. | **Risk Register**The risk register had been circulated in advance of the meeting and was noted. The following was raised in discussion:* The risk register was updated termly in advance of each FGB meeting. There were no surprises on the risk register.
* It was agreed that the risk register agenda item should come earlier in future agendas as the awareness of risk and the Federation’s response to risk should be a key strategic discussion at each meeting.
* Q What was the update on the potential strike action? Not all unions had completed their ballot of members. More information would be available in January.
* Q Should energy price rises be added to the risk register? SHA felt this came under the schools’ ability to pay its bills when they fell due. The schools had joined the HCC-arranged energy contract and were locked into a reasonable price. Bids were underway for R&M work (at St Luke’s) which would improve energy efficiency in the longer term.
 | Agenda |
| 13. | **Governor Visits**The following visit reports had been uploaded to the meeting folder on governor hub:* Ebbah Kwambai: 11 October 2022: careers link learning walk
* Gareth Burger: 9 November 2022: St Luke’s School Visit
* Gemma Luke: 11 November 2022: Safeguarding and SCR

Rather than discuss each visit at the FGB meeting, the Chair proposed that only matters requiring escalation were reported. He encouraged governors to use the message board function on Governor Hub to share visit reports with colleagues as and when they were completed - and for Governors to ask any questions on the message board.Feedback from recent visits:* Pupil engagement in lessons was high, behaviour is good.
* The successes of the school and the positive atmosphere and collaborative working practices was evident during a visit – this is not always celebrated/reported during FGB meetings.
 |  |
| 14. | **Governor Training** The Chair encouraged all governors to undertake as much training as they had the appetite for, with a minimum of 1 training undertaken per term. Modern Governor training sessions were short sessions that could be completed at any time. The following training had been undertaken since the last meeting:* Rachel Andrew: Whole School Approach: 13 October
* Poppy Choudhury: Safeguarding: 29 September
* Ian Dignum: Vision, mission and strategy: 6 October
* Ian Dignum: Failing to Outstanding webinar & effective onboarding webinar 28 September
* Gemma Luke: Ofsted preparation: 3 October
* Aurele Mes Boaye: Induction training: 11 October
 |  |
| 15. | **Any other business**1. Café/Farm presentation: SHA had arranged a presentation for the F&R Committee on the Blue Tangerine Farm proposals to which all governors were invited. **Action: SHA to circulate dates.**
2. Governor social in January: ID to arrange.
 | SHA |
| 16. | **Meeting dates 2022/23*** Monday 16 January
* Monday 6 March
* Monday 15 May
* Monday 27 June
 |  |

 Meeting closed at 9.20pm

|  |
| --- |
| **Summary of actions agreed** |
| **No** | **Action** | **Who** | **Status** |
| 4 | ID to chase AMB for the exit interview reports | ID/AMB |  |
| 4 | ID to update the governor visit report further with the expanded questions sent by SHA. | ID | Completed, see post on GH on 15/11/22 |
| 4 | JP to share year to date attendance data with school refusers and pupils on part-time timetables removed. | JP |  |
| 4 | Agenda item for next meeting: update on equality and diversity | RA |  |
| 4 | GB to update safeguarding training on his profile on governor hub | GB |  |
| 7 | JW to provide update at next meeting on progress/impact/implementation of the home reading scheme. | JW |  |
| 7 | GB would explore the community links available through the St Albans Hockey Club | GB |  |
| 7 | Agenda item for next meeting, parent survey results | Heads of school |  |
| 8 | JP to work on a rolling metric eg behaviour incidents in the previous 20 school days/previous half term to show a trend over time | JP |  |
| 9 | MS to implement support staff holiday pay changes | MS |  |
| 12 | Move the placing of the risk register in future meetings | Chair/clerk |  |
| 15 | SHA to circulate date/time of the café/farm presentation to which all governors were welcome.  | SHA |  |