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|  | **The Blue Tangerine Federation**  Governing Body Meeting  **Held on Monday 26 September 2022 at 7pm at Collett School**  **MINUTES** |

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|  | **Item** | **Action** |
| 1. | **Election of chair and vice-chair**  Self-nominations had been requested in advance of the meeting and the clerk confirmed that one nomination had been received from ID for the post of chair and that no nominations had been received for the post of vice-chair.   1. Chair: ID was unanimously re-elected as chair of governors for the academic year 2022/23. 2. Vice-chair: In the absence of any other nominations, AS offered to stand as vice-chair and was unanimously re-elected for the academic year 2022/23. |  |
| 2. | **Welcome and apologies**  The chair welcomed all to the meeting. Apologies for absence had been received and were approved for AMB who would be taking a three month leave of absence as he had recently become a father. The board recorded their congratulations and best wishes for AMB. LL was not present. The meeting was quorate. |  |
| 3. | **Governor effectiveness feedback/expectations for the year**  The Chair shared a presentation delivered at the governor feedback session held in July, including 360 appraisal feedback of the chair and the results of a governing body SWOT analysis – as well as from the in-house training session held on governor effectiveness in September. He thanked those governors that had participated in these self-review activities:   * Weaknesses of the governing body had been identified and included:   + Necessary (but distracting) focus on school finances during 2021/22.   + Balance between operational vs strategy.   + Time management of meetings. * Opportunities:   + Governor work plan for the year including diarised governor visits which are linked to SDP areas.   + Improved induction process for new governors.   + Targeted training.   + Celebrate school successes more. * Threats:   + Loss of financial expertise on governing body.   + Overly-focused on negative aspects of school reporting, not enough celebration of achievements.   + Relationship with HCC – ongoing conflict re school funding and banding of pupils. * In response to this, terms of reference for all governor roles have been created over the summer (based on model role descriptors from The Key) and ID was in the process of finalising the governor work plan for the year. * ID had updated the Governor Code of Conduct and drew governors’ attention to the re-stated commitments and expectations:   + Respond to emails/communication in a timely fashion.   + Undertake at least one governor visit a term.   + Respond to messages posted on governor hub – eg policy review to reduce time spent in FGB meetings.   + Take responsibility for your own training booking the HfL face to face training sessions or the Modern Governor light-bite training. * ID was aware that like him, governors were volunteers and had to fit their governor role around work and family commitments. He asked that if a governor was away for a prolonged period of time (eg for a holiday) that they let him know to avoid unnecessary chasing and to more effectively manage tasks. * Staff were asked to make clear which meeting documents were “MUST READS” and which were for information. |  |
| 4. | **Annual governor declarations**  The clerk asked all governors to re-confirm their annual declarations on governor hub which related to:   1. To declare all pecuniary interests and any other governance roles. 2. To abide by the new code of conduct. 3. To have read KCSiE 2022. A summary of the changes had been circulated by JP.   **Action: Governors to complete annual declarations: LL, JP** | **LL/JP** |
| 5. | **Minutes and actions arising**   1. The minutes of the meeting held on 4 July 2022 were approved as an accurate record of the meeting. 2. Actions arising were reviewed: 3. Anti-racism initiatives – JP/RA to share a summary at the next meeting ie 5 July: carry forward to next meeting (September 2022): completed, see agenda item 15. 4. GB to discuss DofE support with SHA: completed. GB would continue to explore ways in which his school could support DofE provision. SHA provided a short update on the success of DofE at St Luke’s it was hoped that this would be rolled out to Collett in due course. 5. EK to complete her visit report re work experience opportunities and apprenticeships: completed, see post on Governor Hub on 25 September. 6. AMB to arrange Collett exit interviews and share a summary of findings with the FGB: interviews held, **Action: ID to chase AMB for follow up.** 7. EK to support JW with the creation of a MS Form for the next staff questionnaire: On-going. 8. Clerk to send examples of heads of school reports to SHA/ID for review: completed and a standardised format had been agreed. 9. JC to share staffing structure for St Luke’s in September: completed, circulated with meeting papers. 10. JP to circulate short summary of safeguarding before the end of term: not completed. No longer required - see annual safeguarding report for 2021/22 - agenda item 11. 11. ID to undertake SCR check w/c 11 July: c/f to the autumn term. 12. JP to expand the attendance report incorporating the points raised at the previous meeting (see FGB minutes 4 July, agenda item 10): on-going, see agenda item 11. 13. ID to explore what support the library could provide the school re identifying age-appropriate books for older students with additional needs / lower reading ages and also options for volunteering: In progress. 14. JW to circulate parent questionnaire to governors prior to being issued to parents: In progress, questionnaire not due until Spring term. 15. SHA to review the suggestion that the school should report the fire doors/roof at St Luke’s to the H&S Executive with Manda Sides: MS noted that the fire doors had not been categorised at the critical level and felt this was not appropriate. She had been informed that the roof bid had not been declined rather that funding had not been available and it would be “proposed” for the 2023 capital bid. 16. JP to share summary of reportable accidents with governors before the end of term: Outstanding. It was clarified that governors wanted to have sight of all reportable accidents recorded at the school and shared with HCC on Solero. **Action: Heads of school to provide this data prior to the next meeting** | ID/AMB  ID  JC/JW |
| 6. | **Any other business**  None raised. |  |
| 7. | **Federation ethos, vision and values**  SHA shared a presentation on the current SEND landscape and how this had informed the Federation’s vision and values, highlights included the following (full slide pack shared on governor hub on 27 September):   * Only 5.1% of adults with SEND are in employment. * There was a lack of special school places across the UK and within Hertfordshire. * Higher needs funding has increased by 41% since 2016 but the impact of this has been negligible. In Hertfordshire, special school funding has increased by 23%. * EHCP (Education Health Care Plans) process can take up to 10 months to be approved. The new HCC portal (introduced in 2022) had improved this though EHCPs are again well behind statutory requirement. * Consultation outcomes on the SEND Green and White papers are awaited.   + Post 16 provision for pupils with SEND is poor. A reminder that a school-led project at St Luke’s with West Herts college was cancelled by HCC due to funding cuts and the planned one with St Luke’s and Oaklands abandoned.   + Current DfE directive is for all schools to be part of a “strong” MAT by 2030. Consideration would be needed to map out the Federation’s future and how it could/should take a lead in this. Currently as an RI school, St Luke’s could not convert to an academy unless sponsored by another school. * The creation of the Blue Tangerine Charity was to provide training and educational opportunities post-16. The management of the Blue Tangerine Horse Box Café fell under the charity. * The Friends of Blue Tangerine was the combined PTAs for both schools. Monies raised in each school would benefit the pupils of that school. * Federation vision**:** “A world where people with learning disabilities and mental health difficulties thrive.” * Values:   + We Look after ourselves   + We look after each other   + We look after our environment   + We look after our learning * Three-year strategy and strategic priorities:   + Adapt our curricula to better ensure our children have success in adulthood   + Reduce unnecessary burdens; freeing creativity, inspiration and securing quality-first teaching, thus improving job satisfaction * Straplines for each school:   + St Luke’s: “Thrive in life”   + Collett: “Proudly different”   + Federation: “Promoting the Abilities in Disability”   Questions and comments were invited:   * Q If the Federation expanded, would it look for schools with similar model/pathways as at St Luke’s and Collett? SHA felt the all-through school model worked well for SEND pupils and would plan to continue with this model and had no desire to split primary and secondary pupils between the two current settings * The need to expand current provision in Herts was well known, HCC were exploring the possibility of a satellite school to be operated by Collett. * Q How much pressure was there on SEN Schools to academize? The deadline of 2030 had been set by the DfE. A separate strategic discussion was needed on this outside of a scheduled FGB meeting. The pros and cons were wide ranging; financial impact – loss of HCC injections of funds, to join a MAT with mainstream schools or create a MAT for special schools. HCC would still be able to direct the school to take pupils, etc.   Governors thanked SHA for his overview of SEND and noted the presentations on Federation and School vision and values. |  |
| 8. | **School Development plan**  The SDP/SEF for each school had been circulated in advance of the meeting:   * The SDP and SEF had been combined into one document for each school and were now a more manageable tool for school leader to monitor/update. * As previously discussed, governors would focus each visit on one of the school priorities. * **Action: JC/JW to send ID the priorities for the autumn term to be incorporated into governor visit schedule.** * Q Was internal rag rating in place to track progress? Yes. | JC/JW |
| 9. | **Head of School Reports**  The heads of school reports had been circulated in advance of the meeting and governors thanked staff for the new standardised reporting format which followed the OFSTED framework.  Questions/comments were invited:  St Luke's   * Q How much additional funding (from PP/sports premium and covid catch-up grants) would be carried forward and were plans in place for this to be spent? This funding was ringfenced and would be spent as part of the PP/sports premium strategy. The issue was always that the funding came in with the financial year (April – March) and school leaders made plans for the academic year (September to July). Inevitably there was a time lag. The columns in the Heads of school reports (amount outstanding) would be updated once the FSS adviser had completed the P5 monitor. * JC explained the difficulties in finding the appropriate staff to deliver covid catch up sessions. It was possible that this amount might be clawed back, MS confirmed that was a ring-fenced sum which would not impact the budget. * Q What were the next steps for the pupil who had been permanently excluded? In terms of education, the school was responsible for the first five days following the exclusion, thereafter the LA was responsible for providing education either at home or at an ESC until such time as alternative provision has been agreed. * Q Would this space now be filled by a pupil on the school’s waiting list – what was the budgetary impact if this space remained empty? SHA confirmed that whilst there were pupils on the waiting list, the school was also aware of a number of tribunals underway; the outcome of which were as yet unknown. A decision had been made to wait for guidance from HCC on how to allocate this space. A delay to filling this space would result in a temporary loss of funding. * SHA explained that a permanent exclusion was always the last resort and the school were chasing HCC to ensure this pupil was allocated an appropriate provision as soon as possible. There was always the risk that following a permanent exclusion a pupil might be out of education for some time. * Q Could this pupil access DESC/Links or another ESC? These types of provisions were typically set up to cater for mainstream pupils who have been permanently excluded or are at risk of being permanently excluded and historically they have struggled to support pupils with SEN. * Q Are the TA vacancies at St Luke’s being covered by supply staff? There were currently 12 TA vacancies and MS had agreed the recruitment of 9 supply staff to cover these roles (similar overall costs to the school). * Q Was strike action by teachers and support staff a real possibility – it was listed in the school’s SWOT analysis as a threat? The discrepancy between the unions’ pay expectations (12%) and the government’s proposed offer of 5% were discussed. The Federation would respect the right to strike and would provide parents with as much notice as possible if classes needed to be closed; the safety of pupil and staff was paramount. * Q What would be the impact of a 5% pay rise; 3% had been included in the budget? The estimated additional cost if a 5% pay rise was agreed was been estimated as follows:   + Additional cost at St Luke’s: £54,000   + Additional cost at Collett: £49,000 * Governors asked to have staff absence levels included in the Head of School report, this information would help governors assess the impact of the strategic priority to reduce unnecessary paperwork/improve well-being. * This report should include the number of days lost to absences broken down into teaching and support staff. Maternity leave should be recorded separately. * Both schools had electronic sign in procedures which recorded a member of staff as late or on time. * Q What had been the impact from the new HR advisers and their reinforcement of staff expectations at the INSET day training? It was hoped that there would be an improvement in staff absence rates and this was being tracked by heads of school with comparisons made against last year.   Collett   * Q What were the reasons for additional funding not being spent within the allocated time period? JW explained that whilst a plan was always formulated it was not always possible to deliver this in the timeframe due to staffing/logistics and space capacity issues. A more structured approach had been taken this year to the allocation of PP and sports funding and JW was confident that it would be spent by March 2023. * Q SWOT analysis highlighted curriculum team progress – what did this relate to? The core element of the curriculum (phonics, literacy and maths) had a dedicated leader. The wider curriculum eg understanding the world, had a curriculum team in place but had not yet allocated a team leader. These roles would be allocated before half term. * **Action: Governors to read the curriculum books available on each school website as these were a helpful introduction to the curriculum provision at the schools.** * **Action: Presentation from curriculum leaders (Ben and Max) at the next meeting.** | JC/JW  All  JC/JW |
| 10. | **Safeguarding and attendance**  The following documents had been circulated in advance of the meeting:   * Annual safeguarding report 2021/22 * Attendance tracker * Attendance report for governors   Questions/comments were invited:   * Governors asked that future reports include a table showing attendance with those pupils on agreed part time tables or school refusers removed. This would enable them to see the impact of the school’s attendance action plan. * **Action: JP to include table in future attendance reports with school refusers/pupils on P/T timetables removed.** * Q Why was attendance lower in the upper school when compared to lower and middle? For each pupil with poor attendance, there were a number of different barriers to overcome/address. * Q Were strategies in place to support those pupils on a reduced timetable return to full time and help school refusers get back into education? Yes. JW shared a case study of a Y11 pupil at Collett who had previously been a school refuser – attending for only 11 days in 2021/22 - who had now achieved 100% attendance year to date in 2022/23. This was a fantastic achievement and testament to the hard work and perseverance of the school team. * Governors asked for a one-page executive summary to be included in future reports, this could be bullet points but should include success stories like this. * Q what was the difference between a S17 and S47 request? This related to the need for a social worker to have parental permission to ask for information from a school about their child (S17) or if permission was not required (S47). * A new requirement in KCSiE was for governors to have up to date safeguarding training. * **Action: 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**. * **Action: Clerk to share training record with JP**: completed. * Q Did school leaders have up to date safer recruitment training? Yes, and it was a requirement for every recruitment panel to have at least one participant with this training. * Q How many fixed term penalty notices have been issued (as per the attendance policy)? To date none. JP sent warning letters w/c 19 September reminding parents/carers of their obligation to send their child to school. * Guidance was received on 26 September from HCC suggesting that FPN should only be issued if it would have a significant impact (ie positive) on the behaviour of a parent. * JP described the lengthy process that was required to issue a fine to a parent, and the friction this could cause between the school and a family. The impact of the current cost of living crisis was noted as was the potential conflict of issuing fines but at the same time (potentially) closing the school because of strike action. * Q How did JP monitor the effectiveness/impact of the warning letters? The data of pupils with attendance concerns were monitored every two weeks. * Q Was one letter enough to have a positive impact? This varied from family to family. * Governors were aware that in mainstream settings, school leader promoted the lost learning from absences in terms of GCSE grades – Q Was there an equivalent measure to share with parents/carers in an LD setting? The model letters had already been modified to be more appropriate for LD families. As the provision for most pupils was bespoke it would be hard to select a measure that would be appropriate for all pupils other than preparing for adulthood. * Governors asked that if possible, future reports could also include this data shown in a bar chart (if this could be easily prepared) to show trends. | JP  All |
| 11. | **Finance update**  MS had shared the following documents in advance of the meeting (previously shared at the July FGB meeting):   * Period 3 monitor, cash flow position and budget summary for both schools.   The following was discussed:   * The new FSS Adviser had visited Collett to prepare the P4 and P5 monitor but had failed to completed these in the allocated time frame. MS was waiting for the adviser to book another visit. * The adviser would be at St Luke’s on Friday 30 September. * MS hoped the monitors would be completed in time for review at the Finance and Resources committee meeting which would take place on Tuesday 18 October. * The promised injection of cash from HCC (£321,000 in recognition of historical underfunding at St Luke’s) had been received in a lump sum over the summer which had dramatically improved the school’s cash flow position and MS’s ability to pay bills. |  |
| 12. | **Annual reports for 2021/22:** to note   1. CLA report 2021/22: circulated in advance of the meeting and submitted to the Virtual School. 2. Pupil premium report: circulated in advance of the meeting and uploaded to the school website. 3. Sports premium report: circulated in advance of the meeting and uploaded to the school website. 4. H&S accident summary: outstanding. See discussion at agenda item 5.b (item 14) above. |  |
| 13. | **Policies for ratification**  The following policies had previously been circulated on governor hub for review, comments made and approved:   1. Governor visits policy 2. Lettings policy (Collett) 3. Lettings policy (St Luke’s) 4. Commerical card policy 5. Grievance policy 6. Whistleblowing policy 7. Intimate care policy 8. Designated teacher, CLA and previously CLA policy 9. Safeguarding and child protection policy |  |
| 14. | **Anti-racism initiatives**  RA referred to her report circulated in advance of the meeting and invited questions:   * Q What were next steps? RA would conduct an audit at each school, asking the questions listed at the end of her report:   + How are we using language and terminology in the development of diversity in our schools?   + How are we modelling respect for diversity of identity in our schools?   + How are we creating diverse classrooms in our schools?   + What are we creating a diverse curriculum that has meaningful embed cultural connections and avoid ‘victim narratives.   + How are we creating global citizens in our schools?   + How are we creating diverse culture in our schools by ‘usualising’ and avoiding a bolt-on approach? * The breakdown of pupil data in terms of ethnicity was informative. Q Was this available for staff? Yes, and RA would request this. However, staff were not obliged to share their ethnicity or religion. * Q How has the Understanding the World curriculum been adapted to reflect the positive contributions of Black people through history? The schools no longer have a black history month as the curriculum has been updated to have a more representative selection of topics which includes and celebrates black history during the whole year, eg Nelson Mandela, Windrush. * Q Has a calendar of all faiths (not just Christian) celebrations been created and are pupils made aware of these? Yes, and staff respect the fact that 49% of pupils have no faith. The Federation’s values are promoted at all times, teaching pupils to take care of themselves, others around them, their environment and their learning. This implies a respect of other cultures and faiths. |  |
| 15. | **Governor roles**   1. Link roles were agreed as:  * Poppy: Collett and H&S * Ebbah: Key curriculum and careers * Andy: PP funding and health and wellbeing * Gemma: Diversity and inclusion, working with Staff Governor, Rachel Andrew * Nick: St Lukes and H&S * Laura: Safeguarding (to be confirmed with Laura) * Ian: Governor training and development * Gareth: Curriculum and outcomes * Aurele: HR (to be covered by ID during AMB’s paternity leave)  1. Vacancies  * There was a vacancy on the governing body for a partnership governor. ID/SHA would be meeting a prospective candidate on Friday 30 September at Collett School. PC was also available at this time.  1. Governor hub: governors were reminded that the notice board on governor hub was the preferred method for communication. |  |
| 16. | **Finance committee**   1. The appointment of Nick Griffith as chair of the committee was approved. 2. The change of name of the committee to the Finance & Resources committee was approved. 3. The terms of reference for the committee were approved. |  |
| 17. | **Any other business**  None raised |  |
| 18. | **Meeting dates 2022/23**   * Monday 14 November * Monday 16 January * Monday 6 March * Monday 15 May * Monday 27 June |  |

Meeting closed at 9.26pm

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| **Meeting Attendance 2022/23** | | | | | | | |
| **Name** | **Governor Category** | **26 Sept** | **14 Nov** | **16 Jan** | **6 Mar** | **15 May** | **27 Jun** |
| Gareth Burger | Parent | P |  |  |  |  |  |
| Poppy Choudhury | Co-opted | P |  |  |  |  |  |
| Ian Dignum | Partnership | P |  |  |  |  |  |
| Nick Griffith | Co-opted | P |  |  |  |  |  |
| Stephen Hoult-Allan | Executive head | P |  |  |  |  |  |
| Ebbah Kwambai | Co-opted | P |  |  |  |  |  |
| Laura Lilley | Co-opted | N |  |  |  |  |  |
| Gemma Luke | Parent | P |  |  |  |  |  |
| Aurele Mes Boaye | Co-opted | A |  |  |  |  |  |
| Josh Pollard | Associate | P |  |  |  |  |  |
| Andy Summerskill | Co-opted | P |  |  |  |  |  |
| Rachel Andrew | Staff | P |  |  |  |  |  |
| **In attendance** | | | | | | | |
| Jamie Caple | St Luke’s | P |  |  |  |  |  |
| Jenny Witter | Collett | P |  |  |  |  |  |
| Manda Sides | Head of Operations | P |  |  |  |  |  |

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

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| **Summary of actions agreed** | | |
| 1 | Governors to complete annual declarations on governor hub: SHA, LL, JP | SHA/LL/JP |
| 2 | ID to chase AMB for update on exit interviews conducted in the summer term. | ID/AMB |
| 3 | ID to undertake check of SCR in autumn term | ID |
| 4 | JC/JW to send ID the priorities for the autumn term to be incorporated into governor visit schedule. | JC/JW |
| 5 | Heads of school to share staff absence data in future reports | JC/JW |
| 6 | Governors to read the curriculum books available on each school website as these were a helpful introduction to the curriculum provision at the schools. | All governors |
| 7 | Arrange for presentation from curriculum leaders (Ben and Max) at the next meeting. | JC/JW |
| 8 | JP to include table in future attendance reports with school refusers/pupils on P/T timetables removed. | JP |
| 9 | 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 | All governors |