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The Blue Tangerine Federation

Governing Body Meeting

Held on Monday 25 September 2023 at 7pm at St Luke's School

MINUTES

Meeting Attendance 2023/24							
Name	Governor Category	25 Sept	27 Nov	22 Jan	18 Mar	23 May	17 Jun
Gareth Burger	Parent governor	P					
Chris Constant	Associate Member	P					
Poppy Choudhury	Co-opted governor	P					
Jo Dawson	LA Governor	P					
Ian Dignum	Partnership governor	P					
Julie Foster	Co-opted governor	A					
Nick Griffith	Co-opted governor	P					
Stephen Hoult-Allen	Executive head	P					
Joshua Jayson	Co-opted governor	A					
Ebbah Kwambai	Co-opted governor	N					
Gemma Luke	Parent governor	P					
Chris Parsons	Partnership governor	P					
Christina Self	Staff governor	A					
In attendance							
Jamie Caple	Head of school: St Luke's	P					
Jenny Witter	Head of school: Collett	P					
Manda Sides	Head of Operations	P					
Philip McBeth	DSL	P					
Tracey Norris	Clerk, HLF Education	P					

P	Present
A	Apologies provided
N	Not present

	Item	Action
1.	<p>Welcome and apologies</p> <p>The chair welcomed all to the meeting and in particular, Jo Dawson to her first meeting as a governor and Chris Constant who was joining the governing body as an associate member until such time as a co-opted vacancy arose, introductions were made. Apologies for absence had been received and were approved for Christina Self (the newly elected staff governor), Julie Foster and Joshua Jayson. Ebbah Kwambai was not present. The meeting was quorate.</p>	
2.	<p>Appointment of Chair and Vice-Chair</p>	

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	<p>a. <u>Chair</u>: ID had offered to stand as chair for the academic year 2023/24. There were no other nominations and ID was unanimously elected.</p> <p>b. <u>Vice-chair</u>: There had been no nominations received in advance of the meeting and the clerk invited governors present to stand for this post (the previous vice-chair had resigned at the end of the summer term). Two governors offered to take on this role and NG was elected vice-chair.</p>	
3.	<p>Annual Declarations and confirmations</p> <p>Governors were invited to update their annual declarations and confirmations on Governor Hub in relation to the following:</p> <p>a. Potential conflicts of interest:</p> <ul style="list-style-type: none"> ▪ SHA was a non-executive director of HFL Education, and his partner was a trustee of the Blue Tangerine Charity. ▪ Julie Foster was a governor at Frays Academy Trust ▪ Jo Dawson was a governor at Longmeadow Primary School and Hartsfield Junior School and was an employee of HCC. <p>a. That governors would abide by the Governing Body’s code of conduct.</p> <p>b. That governors had read and understood their responsibilities in relation to the latest Keeping Children Safe in Education Guidance</p> <p>c. The governors’ attendance summary from 2022/23 was noted, this would be added to the Federation’s website. The chair highlighted the following statistics:</p> <ul style="list-style-type: none"> ▪ Governor attendance for 2022/23 had been 81%, he hoped that this could be higher in 2023/24. 	
4.	<p>Composition of the Governing Body</p> <p>The Chair proposed that given the excellent feedback and interest in governor roles at the Blue Tangerine Federation from Inspiring Governance, the Federation should re-constitute to increase the number of co-opted governor slots. This was APPROVED.</p> <p>The Federation’s current Instrument of Government allowed for the following number of governors:</p> <ul style="list-style-type: none"> ▪ 2 x partnership governors ▪ 2 x parent governors ▪ 1 x staff governor ▪ 1 x LA governor ▪ 1 x executive headteacher ▪ 5 x co-opted governors ▪ Total number: 12 <p>It was proposed that the Instrument should be amended as follows:</p> <ul style="list-style-type: none"> ▪ 2 x partnership governors ▪ 2 x parent governors ▪ 1 x staff governor ▪ 1 x LA governor ▪ 1 x executive headteacher ▪ 6 x co-opted governors ▪ Total number: 13 <p>Action: Clerk to send the application to increase the size of the governing body to the legal team at HCC.</p>	Clerk
5.	Minutes and actions arising	

	The minutes of the meeting held on 23 June 2023 were approved as an accurate record of the meeting.	
6.	<p>Actions arising</p> <p>a. Mark Hoult-Allen to prepare risk analysis for the 25-year lease proposal with RRC – in relation to the farm/cafe project: in progress, update to the next FGB meeting.</p> <p>b. SHA to arrange presentation on the café/farm project: on hold, awaiting outcome of a) above. Scheduled for the November FGB meeting.</p> <p>c. ID to arrange a date for a working party to meet re academisation options: on hold until later in the year.</p> <p>d. ID to write governor update for the end of term newsletter: completed. Governors were invited to contribute to the newsletter at any time or suggest an subject for an article. The newsletter was issued weekly but governors were not expecting to include a governor message in every one. Action: NG to coordinate a content rota (eg “Have you met...” for governors to introduce themselves) and link this in with opportunities for the head student at each school to interview a governor.</p> <p>e. JC to circulate dates for school council meetings at St Lukes: completed. See schedule of dates circulated with the meeting papers.</p> <p>f. JC to issue staff survey at St Lukes: Deferred until the autumn term.</p> <p>g. School to prepare a list of all pupils who join St Luke’s in September and their designated need (banding allowance compared to St Luke’s funded level: see agenda item 9.b.</p> <p>h. Add to 2023/24 work plan: Equality and diversity report to be an agenda item at every other meeting: completed, next due for November 2023.</p> <p>i. JW to circulate HIP visit report when received: completed.</p> <p>j. JW/JC to share HIP visit dates with governors in advance of the meeting; governors to attend where possible: completed. See table of key dates at end of minutes. Monday 13 November (am at Collett, pm at St Luke’s).</p>	<p>SHA/ MHA</p> <p>ID</p> <p>NG</p>
7.	<p>Any other business</p> <p>None raised.</p>	
8.	<p>Safeguarding, attendance and behaviour: Phil McBeth</p> <p>The following documents had been circulated in advance of the meeting:</p> <ul style="list-style-type: none"> ▪ Safeguarding report for governors ▪ Behaviour and attendance data report ▪ CLA report to the virtual school: this would be prepared at the end of term and shared with governors in September. <p>Phil McBeth (PM) presented the reports and invited questions:</p> <p><u>Safeguarding report</u></p> <ul style="list-style-type: none"> ▪ Q Was the disproportionately high percentage of FSM (free school meal) pupils receiving suspensions a concern? What was being doing about this? ▪ 60% of pupils receiving suspensions at Collett were FSM compared to 80% at St Luke’s. This reflected the high number of FSM/Ever 6 pupils at both schools. 54 out of 74 pupils at Collett were FSM/Ever 6 and 74 out of 162 at St Luke’s. ▪ Q Was this cohort of pupils being treated differently? Ans: No, but SLT would reflect on this statistic. There was clear guidance within the schools’ behaviour policy on the escalation of negative behaviour to a suspension and this was being applied consistently by senior leaders. ▪ Of the two permanent exclusions issued in 2022/23 (one at St Luke’s and one at Collett) one pupil was FSM. ▪ Q Were SLT taking into account a pupil’s vulnerability when issuing a suspension or lesser sanction? Ans: Absolutely yes. Not only was there a very clear rationale about who was 	

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<p>suspended and why, there was also a lot of work going on behind the statistics to support vulnerable pupils, for example, interventions and holistic therapies, family support.</p> <ul style="list-style-type: none"> ▪ Action: Safeguarding governor to look at nature and impact of some of these interventions on FSM pupils in relation to reducing the number of suspensions issued over time. ▪ Governors recognise the need for context, and that individual circumstances will require different interventions and action; however, governors would always question areas where anomalies or trends in the data were spotted. ▪ Six out of the top 10 highest profile behaviour pupils at both schools were FSM/Ever 6 and SLT regularly reviewed these vulnerabilities/pupil profiles as part of DSL/behaviour meetings. ▪ Q Why have the CPOMs settings been changed so that deputy DSLs no longer receive all notifications? Ans: This functionality had been put in place during the spring term when SHA was temporary DSL/safeguarding lead to ensure that the safeguarding workload was shared amongst all members of the safeguarding team and nothing was missed. PM had reviewed this policy and restricted notifications to a “need to know basis” to avoid staff receiving information which should be ring fenced. ▪ Q Would it be better for DDSLs to have a full picture of all pupils? Ans: This was not necessary. The DDSLs now received an appropriate level of relevant alerts (some alerts had been activated and some had been restricted). He reassured governors that any member of staff working with a vulnerable pupil was fully aware of that child’s vulnerabilities; an additional link had been created between CPOMs and ARBOR so that the Child Protection tab on ARBOR held current information. ▪ Q There were plans to share NSPCC training link with parents – was online safety an issue? Ans: The issues arising from the online activity of pupils at both schools was a key area of DSL workload, this was potentially exacerbated due to the wide catchment area of pupils. The school were keen that parents understood the risks and had the tools to block/monitor content. 	<p>GL/PM</p>
<ul style="list-style-type: none"> ▪ Action: Update to next meeting on online safeguarding issues covering the following: <ul style="list-style-type: none"> ○ Summary of the challenges the schools are facing ○ What the school is trying to do ○ What is the impact; working/not working ▪ All parents would be sent the dates of the NSPCC training session and PM would also target some families in particular to attend. ▪ Q If a parent refused to participate - would this raise a cause for concern? Ans: PM had already had to speak to a number of families about online incidents and in all cases, parents had been receptive/open to training and support, ▪ Q Was the staff CPOMs system up and running? Ans: Yes, this was now in place, but the functionality was not as good as had been expected and this remained under review. ▪ Action: The safeguarding governor would create a timetable of when she would be checking the DSL’s responsibilities against Annex C in KCSiE to share with governors and PM. 	<p>PM</p>
<ul style="list-style-type: none"> ▪ Action: Any governors who have not yet booked or attended safeguarding training to do so as a matter of urgency, PM to send list of governors without current training to ID to chase. 	<p>GL</p>
<p><u>CLA report</u></p> <ul style="list-style-type: none"> ▪ The CLA annual return to the Virtual School was noted. 	<p>PM</p>
<p><u>Behaviour report</u></p> <ul style="list-style-type: none"> ▪ Q What was the Governor Award, when was this presented, should a governor attend? Ans: The Governor Award was the final award for cumulative positive behaviour points. For every 100 points collected on DOJO, a pupil would receive a Blue Tangerine award, bronze, silver, gold, platinum, Headteacher’s award, and then a Governors’ award. It was 	<p>PM</p>

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	<p>expected that it would take until the summer term for a pupil to achieve the 700 points required for a Governors’ award. The award/s would be presented in assembly and governors would be invited.</p> <ul style="list-style-type: none"> ▪ Q What learnings could the school make from comparing year on year behaviour trends when the cohort changed each year? Ans: The statistics generated always needed to be considered in the light of each school’s changing context. It was noted that the cohort profile was also very different between each school with Collett pupils requiring greater intervention and support than St Luke’s for example. The new behaviour approach introduced at the beginning of 2022/23 meant that data comparisons would now be made using the same metrics. ▪ Q Behaviour incidents have reduced at St Luke’s was this because of its participation in the DfE Behaviour Hub project – would this be replicated at Collett? Ans: SLT at Collett were reviewing the learnings and impact from the Behaviour Hub. ▪ Q What accounted for the different levels of behaviour incidents at each school, should alternative behaviour management strategies be considered? Ans: JW felt space was a big factor in the higher number of behaviour incidents at Collett. St Luke’s had more space which impacted both the escalation of behaviour in the first instance and provided pupils with breakout spaces and more room to de-escalate. ▪ Governors noted the high number of aggressive behaviour incidents at Collett. JW was very mindful of this figure and the impact this had on the wellbeing of staff and pupils. The number of RPI (restrictive physical interventions) had increased at Collett (compared to the previous year) but this was for one high profile pupil who currently was being support on a 2:1 basis (funded by HCC). The school had done a lot of work to reduce the number of RPI incidents. ▪ Q Should the FGB to consider reducing the capacity at Collett – was this an option? Ans: The school’s PAN (published admission number) was 128 as directed by the local authority. This was based on capacity reports undertaken by the LA. MS noted that the LA had commissioned a capacity report earlier in the year but the results of this had not been shared as yet. ▪ Governors noted that the practice of placing pupils with increasingly complex needs at either school added to the space constraints, eg there would be more adults in each classroom if more pupils required 1:1 or 2:1 support. ▪ JW felt that if pupil numbers were at the recommended level of 8 pupils per classroom, then behaviour incidents would reduce, however this was not financially sustainable as the school model was based on 128 pupils not 96 (12 classes of 8 pupils). ▪ Q Had all possible space been utilised at Collett? Ans: Yes. The art room and the science room had been re-purposed. ▪ Action: F&R item for deep dive: review the number of pupils receiving additional 1:1 or 2:1 support, how this was funding and what impact it had on each of the school budgets. ▪ Q Who was responsible for driving the EHCP process forward? Ans: This was usually a joint effort between the family and the school with the school providing evidence of need. Typically, EHCP’s avoided stating that a pupil needed 1:1 support at school as this was seen as too restrictive on the school. PM was aware of 3 or 4 pupils who needed 1:1 support but did not currently receive funding for this. <p style="text-align: center;">(Phil McBeth left the meeting)</p>	<p>F&R Com</p>
<p>9.</p>	<p>Chair’s update</p> <p>a. <u>Feedback from the governor development session</u></p> <ul style="list-style-type: none"> ▪ Slides from the development session had been circulated with the meeting papers. ID thanked those governors who had attended and for completing the 360’ feedback, the SWOT analysis had been a useful session. ▪ Action agreed: Governors to self-review their skills matrix to identify areas for training and book accordingly (HFL training or Modern governor training instructions had been 	<p>All</p>

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	<p>shared on Governor Hub: https://app.governorhub.com/document/62c6fb66b8539ea9c562da7d/view</p> <ul style="list-style-type: none"> ▪ New visit forms had been created following feedback and these would be circulated shortly. The main changes were clearer link between a governor’s link role, an OFSTED category, the associated policy and a SDP focus. <p>b. <u>Governor roles and responsibilities:</u> link roles were agreed as follows:</p> <ul style="list-style-type: none"> ▪ Safeguarding: Gemma Luke ▪ St Luke’s school: Nick Griffith ▪ Collett School: Poppy Choudhury ▪ Finance: Chris Parsons ▪ Curriculum & outcomes: Gareth Burger ▪ Curriculum & careers: Ebbah Kwambai ▪ Diversity: Christina Self ▪ H&S: Julie Foster ▪ Pupil premium: Jo Dawson ▪ Wellbeing/stakeholders: Joshua Jayson ▪ IT/property: Chris Constant ▪ ID hoped that each link governor would be first with questions at agenda items relating to their link role during FGB meetings. ▪ Next steps: create terms of reference for new governor roles (IT/property and wellbeing/stakeholders) and consider creating a fundraising link governor. ▪ Finance and Resource Committee composition: <ul style="list-style-type: none"> ○ Nick Griffith ○ Chris Parsons ○ Julie Foster ○ Ian Dignum ○ Jo Dawson ○ Chris Constant ○ Stephen Hault-Allen ○ Manda Sides ▪ Pay committee composition: <ul style="list-style-type: none"> ○ Ian Dignum ○ Chris Parsons ○ Nick Griffith ○ Poppy Choudhury ○ Plus one other: to be confirmed <p>c. <u>Governor effectiveness:</u> aim – improve governors’ understanding of the quality of education.</p> <ul style="list-style-type: none"> ▪ Governors would read the section of the SDP that was relevant to their link area prior to a visit to ensure the visit was strategic and allowed governors to ask staff to “show me” the SDP priority area being addressed. ▪ Governor visits would be mapped out across the year and where possible dovetailed with other events, eg assembly, HIP visit, SLT monitoring timetable. ▪ Action: ID to circulate the new governor visits form and speak to each governor and agree their schedule of governor visits. ▪ A new section had been added so that governors would remember to ask to see progress data linked to their visit. ▪ Action: governors to commit to completing one school visit per term and one training session per term. <p>d. In-house training session: It was agreed that this would be held on Exclusions and the clerk would arrange a date for the training session.</p>	<p>ID</p> <p>ID</p>
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		Clerk
10.	<p>Federation-wide strategic matters</p> <p>a. <u>Risk register</u></p> <ul style="list-style-type: none"> ▪ The updated risk register had been shared in advance of the meeting. A new risk had been added: <ul style="list-style-type: none"> ○ Risk 23: School Closures: Strike Action, RAAC, pandemic threats, building issues (heat/cold/power). ▪ The school did not have any RAAC but did have a lot of asbestos and were aware that the guidance regarding RAAC had changed very quickly. ▪ Both school’s disaster recovery plans needed to be reviewed (SLT were waiting for HFL Education to publish an updated version). The review would be done through the lens of a full school closure and a partial school closure. ▪ Q Should the risk register include links to the various policies or mitigation that was in place? Ans: SHA and CP had planned a meeting to review the risk register in terms of creating a metric for calculating a risk score. They would also look at linking policies. ▪ Action: SHA/CP to review the risk register. ▪ The risk register was a useful tool to help SLT and the F&R Committee identify and make decisions about spending priorities. ▪ Governors noted that some risks had reduced from the previous iteration. ▪ Q Given the LA had confirmed that the underfunding of £320,000 would be paid again in 2024/25 why was Risk 2 (lack of funding) unchanged? Ans: SHA did not feel the delegated funds represented appropriate funding for the level of need of pupils. ▪ The expected changes to SEND funding for special schools had been pushed back to 2025/26. <p>b. <u>St Luke's: pupil need vs classification</u></p> <ul style="list-style-type: none"> ▪ 45 new pupils had joined St Luke’s in September 2023. ▪ Governors were keen to understand the pupil’s level of need vs their banding allocation. ▪ Action: SLT would complete this assessment after an appropriate amount of time, three weeks in to the first term was too soon to make any judgements about new joiners. ▪ Action: F&R Committee to examine the shortfall in funding based on current need. <p>c. <u>Equality objectives</u></p> <ul style="list-style-type: none"> ▪ The Federation’s equality objectives were due for review in 2024. ▪ The current equality objectives are: <ol style="list-style-type: none"> 1. To use performance data to monitor pupils' progress and achievement and respond to variations between groups of learners, subjects, courses and key stages, trends over time and comparisons with other schools. 2. To foster good relations between different groups through the use of assemblies, pupils working with children across the school to model good relationships building and learning ethos. 3. To challenge stereotypes that can deny opportunities to pupils. 4. To further improve accessibility across the school for pupils, staff and visitors with disabilities. 5. To further develop pupil and staff resilience and self-worth. 	<p>SHA/CP</p> <p>SHA/JC</p> <p>F&R</p>

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	<p>6. To promote equality, diversity and inclusion actions across our staff body. This will be achieved in several ways, including training for staff to eliminate any unconscious bias in recruitment and promotions.</p> <p>7. To provide equality of promotion of all differences, whether that be colour, sexuality, gender or ability</p> <ul style="list-style-type: none"> ▪ SHA had drafted some new objectives to replace the above and invited comments and questions from governors: <ol style="list-style-type: none"> 1. In seeking to support children with FSM achieve higher levels of attendance, we will have tracked all individuals and put in place measures that support the family improve the child’s attendance 2. By the end of July 2028, every area of each school will be wheelchair accessible 3. By the end of July 2028, behaviour tracking will evidence a continued reduction in the use of discriminatory language and prejudice-based bullying by pupils in the schools ▪ Governors supported the plans to make the schools more accessible and found it surprising that a school built for special needs pupils was not already fully wheelchair accessible. The school were chasing HCC for funding to upgrade the premises at St Luke’s (replacing steps with ramps etc) but if this was not forthcoming then the money would need to be found from within the school budgets. HCC had previously funded the installation of accessibility ramps at Collett. ▪ Action: Quotes for accessibility improvements to be shared at F&R committee to enable governors to prioritise R&M projects. ▪ Q How many wheelchair users were there at the school currently? Ans: 3 at St Luke’s. ▪ Both schools were using the “No Outsiders; all different, all welcome” resources whose vision was to provide: Inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens. See website: No-outsiders ▪ Next steps: overhaul the schools’ reading resources relevant for SEND pupils with an aim to ensure 30% of books had black or ethnic protagonists. ▪ Action: Governors to send feedback on equality objective to SHA by Friday 13 October. <p>d. <u>GDPR Annual Statement</u></p> <ul style="list-style-type: none"> ▪ The annual statement was noted. ▪ Governors were pleased to see a reduction in minor breaches of GDPR legislation. 	<p>MS</p> <p>All</p>
11.	<p>School Development Plans 2023/24</p> <p>The SEF/SDP for each school had been circulated in advance of the meeting and were noted.</p>	
12.	<p>Policies for ratification</p> <p>The following policies had been circulated on Governor Hub in advance of the meeting and were APPROVED. MS had responded to questions raised by governors and made corrections where necessary. The chair reminded all governors that everyone had responsibility for this (ie reading the policy on Governor Hub and posting a response in a timely manner):</p> <ol style="list-style-type: none"> a. Anti-Fraud policy b. Biometric data policy c. Capability: support staff d. Capability: teaching staff e. Charging and remissions policy f. Children with health needs who cannot attend school g. H&S Collett h. H&S St Luke’s i. SEND Collett 	

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	<p>j. Commerical cards policy k. Debt recovery policy l. Governor allowances policy m. First aid policy n. Early career teacher policy o. Managing abusive encounters p. Safeguarding and child protection q. Admissions: St Luke’s r. Admissions: Collett s. Governor Visits t. Performance appraisal: teaching staff</p> <p>SLT noted that the summer holiday was a good time for them to review and update policies and were reluctant to spread the review dates across the year. Action: ID/MS to discuss policy review process, double checking which policies could be delegated to a sub-set of governors/link governor for review and the review period (1-3 years).</p>	ID/MS
13.	<p>Finance and Resources Committee: matters to escalate The F&R committee had met on 3 July and the minutes had been circulated with the meeting papers. There were no matters to escalate. The terms of reference of the committee would be reviewed by committee members at its first meeting of the term on Monday 2 October.</p>	
14.	<p>Any other business <u>Timing of meetings:</u> was a Monday night the best night for SLT, would they prefer to hold the meeting later in the week? Action: SLT to respond to clerk/chair with their preferences, when convenient.</p>	SLT
15.	<p>New risks identified during the meeting</p> <ul style="list-style-type: none"> ▪ Physical space/capacity issues at Collett – Action: SHA to add to risk register if appropriate 	SHA
16.	<p>Items for further discussion Governors were invited to note any agenda items which they felt had not been given adequate time for a full discussion: none raised. Governors were invited to post any questions arising from the meeting on Governor Hub by Friday 29 September.</p>	
17.	<p>Meeting dates for 2023/24 Monday 27 November 2023 Monday 22 January 2023 Monday 18 March 2024 new date Thursday 23 May 2024 new date Monday 17 June 2024</p>	

Meeting closed at 9pm

Summary of actions agreed			
No	Action	Who	Status
1	Update from MHA on risk assessment of land proposal re farm/cafe project		C/f to November FGB meeting
2	Presentation of farm/cafe project - separate to FGB meeting?	ID/SHA	
3	NG to coordinate a content rota (eg “Have you met....” for governors to introduce themselves) and link this in with opportunities for the head student at each school to interview a governor.	NG	
4	JC to share outcome of staff survey results in November	JC	

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5	Clerk to apply to HCC for a change to the Instrument of Government; increasing the number of co-opted governors from 5 to 6.	Clerk	
6	Safeguarding governor to look at nature and impact of interventions for FSM/Ever6 pupils in relation to reducing the number of suspensions issued over time.	JL & PM	
7	PM to provide update at next meeting on online safeguarding issues: <ul style="list-style-type: none"> ▪ Summary of the challenges the schools are facing ▪ What the school is trying to do ▪ What is the impact; working/not working 	PM	
8	Safeguarding governor to create a timetable of when she would be checking the DSL’s responsibilities against Annex C in KCSiE to share with governors and PM.	GL	
9	PM to inform ID of any governors who have not yet booked or attended safeguarding training – ID to chase	PM/ID	
10	F&R committee item for deep dive: review the number of pupils receiving additional 1:1 or 2:1 support, how this was funding and what impact it had on each of the school budgets.		
11	Governors to self-review their skills matrix to identify areas for training and book accordingly	All	
12	ID to create terms of reference for new governor roles (IT/property and wellbeing/stakeholders) and consider creating a fundraising link governor.	ID	
13	ID to circulate the new governor visits form and speak to each governor and agree their schedule of governor visits.	ID	Completed see post on GH on 27 Sept
14	SHA/CP to arrange meeting to review the risk register.	SHA/CP	
15	MS to share quotes for accessibility improvements at F&R committee to enable governors to prioritise R&M projects.	MS	
16	Governors to send feedback on equality objective to SHA by Friday 13 October.	All	
17	SLT to prepare report detailing the need of the new joiners (at St Luke’s) compared to banding level.	JC/SHA	
18	ID/MS to discuss policy review process, double checking which policies could be delegated to a sub-set of governors/link governor for review and the review period (1-3 years).	ID/MS	
19	Clerk to book in-house exclusions training	Clerk	
20	SHA to add “issue of space at Collett” as a new risk – if appropriate	SHA	
20	SLT to respond to clerk/chair with their preferences for FGB meeting day (Monday vs Thursdays)	SLT	
21	F&R committee to review the shortfall in funding based on the current needs	F&R	
Items to carry forward for later in the year			
21	ID to arrange working party to consider academisation options/direction of travel	ID	Re-visit in Spring 2024

KEY DATES 2023/24

SCHOOL COUNCIL MEETINGS			
Collett School: meetings to start at 9.30am		St Luke’s School: meetings to start at 10am	
Date	Governor to attend	Date	Governor to attend
15 September		30 November	
17 November		8 February	
11 January		21 March	

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8 March		16 May	
26 April		11 July	
14 June			
PARENT COFFEE MORNINGS/AFTERNOONS			
Collett School: session to start at 9.30am		St Luke’s School: session to start at 1.45pm	
Date	Governor to attend	Date	Governor to attend
29 September		29 September	
8 December		20 October	
26 January		24 November	
22 March		26 January	
24 May		22 March	
		24 May	
		21 June	
HIP VISITS			
Collett School: morning slot		St Luke’s: afternoon slot	
Date	Governor to attend	Date	Governor to attend
Monday 13 November		Monday 13 November	