

“Our Vision is a world where people with learning disabilities thrive”



The Blue Tangerine Federation

Governing Body Meeting

Held on Monday 22 April 2024 at 7pm at Collett School

MINUTES

Meeting Attendance 2023/24							
Name	Governor Category	25 Sept	27 Nov	22 Jan	22 Apr	23 May	17 Jun
Gareth Burger	Parent governor	P	A	P	P		
Chris Constant	Associate Member	P	P	P	P		
Poppy Choudhury	Co-opted governor	P	A	P	P		
Jo Dawson	LA Governor	P	P	A	Resigned 26 March 2024		
Ian Dignum	Partnership governor	P	P	P	P		
Julie Foster	Co-opted governor	A	P	A	P		
Nick Griffith	Co-opted governor	P	P	P	P		
Stephen Hault-Allen	Executive head	P	P	P	P		
Joshua Jayson	Co-opted governor	A	P	P	A		
Ebbah Kwambai	Co-opted governor	N	N	P	P		
Gemma Luke	Parent governor	P	P	P	P		
Chris Parsons	Partnership governor	P	P	P	A		
Christina Self	Staff governor	A	P	P	P		
In attendance							
Jamie Caple	Head of school: St Luke's	P	P	P	P		
Jenny Witter	Head of school: Collett	P	P	P	P		
Manda Sides	Head of Operations	P	P	P	P		
Philip McBeth	DSL	P	N	P	A		
Tracey Norris	Clerk, HLF Education	P	P	P	P		

P	Present
A	Apologies provided
N	Not present

	Item	Action
1.	<p>Presentation from Blue Tangerine Charity Trustees</p> <p>Dan Dark and Chris Luff, trustees of the Blue Tangerine Charity, joined the meeting to explain why they were involved with the initiative to create a training cafe and community farm on the land behind St Luke's School to provide employment opportunities for young people with additional needs.</p> <p>Dan Dark (Warner Brothers) spoke about his desire to create a long-term impact in the locality and provide employment and training opportunities for pupils of St Luke's and Collett Schools. He was keen to be able to use his position to thank/support the people who supported the pupils in the schools. He had encouraged members of his team to visit the schools and had volunteered their services to support the planning application work to reduce the risk of it</p>	

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	<p>being turned down. Funding had been secured to move onto the next phase – ie submit planning application.</p> <p>Chris Luff (founder of Chamber of Conscious) had been inspired by his cousin who has Downs Syndrome to persuade as many businesses as possible to recognise the “ability within disability” and promoting the role of an inclusion officer in all businesses.</p> <p>Dan Dark highlighted the fantastic connections SHA had made on the Federation’s behalf; the schools were in a unique position in this regard, and this should be recognised. The process of just getting to this stage in the planning process was a feat in itself.</p> <p>(DD and CL left the meeting)</p>	
2.	<p>Update on Farm/Cafe progress</p> <p>The following document had been circulated in advance of the meeting:</p> <ul style="list-style-type: none"> ▪ Realising the dream – April 2024 <p>Questions and comments were invited:</p> <ul style="list-style-type: none"> ▪ SHA and CC had met with the Trustees of the Charity a number of times in the last six months and been kept informed of developments. ▪ Q Was the school happy with the proposed changes to the terms of the arrangement with the Redbourn Recreational Centre and Playing Fields Trust (RRCPFT) as recommended by Sports England? Last summer the proposal had been for a 25-year lease, now a 99-year lease was being proposed. ▪ Negotiations had moved on from last summer and the RRCPFT had changed their position; they were now able to buy the land (if the school were willing to sell it). ▪ SHA summarised the ownership position: <ul style="list-style-type: none"> ○ The land had been purchased by HCC c50years ago when a secondary school was built on the site. ○ When St Luke’s School became a Federation with Collett in 2014 the land was transferred into the Federation’s ownership. ▪ Sports England have confirmed that they would support the school’s application if parcels A & B were leased to RRCPFT on a 99-year term. ▪ This would generate some income for the school and a break clause would be included in the terms of the lease. ▪ This land had been valued recently at £150,000 although it was landlocked and could not be used for development or any other use (other than playing fields). ▪ Governors were mindful that as volunteers they were not experts in contract negotiations or planning applications. They were grateful to staff from Warner Brothers who had progressed this element of the project. The decisions made by the school and the charity would have a long term/legacy impact in the local community. ▪ Next steps: the school would lease two parcels of land to the charity and RRCPFT, the charity would then progress the planning application and take on the liability of operating the farm/cafe. ▪ Q How would the relationship between the school and the charity operate moving forward? Governors hoped that this would be formalised with full transparency of the financial operations/management. ▪ It was expected that over time the composition of the Trustees would evolve and include staff members. ▪ Action: Governors to send any additional questions to SHA. <p>Governors authorised the school to progress with negotiations with Sports England and RRCPFT as per the briefing paper.</p>	All
3.	<p>Welcome and apologies</p> <p>The Chair welcomed all to the meeting. Apologies for absence had been received and were approved for Joshua Jayson and Chris Parsons. The meeting was quorate. Jo Dawson had</p>	

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	recently stood down as a governor, she had been “placed” on the governing body at the request of HCC and her resignation was seen as affirmation of the school’s robust governance processes and procedures.	
4.	<p>Declarations of conflicts of interest</p> <p>Longstanding declarations of conflicts of interest were noted:</p> <ul style="list-style-type: none"> ▪ SHA’s partner was the chair of Trustees of the Blue Tangerine Charity. ▪ JF was currently the safeguarding director at the Fray’s Academy Trust 	
5.	<p>Minutes and actions arising</p> <p>The minutes of the meeting held on 22 January 2024 were approved as an accurate record of the meeting.</p>	
6.	<p>Actions arising</p> <p>a. CP to arrange meeting with SHA to review risk register: meeting held and risk register updated – see agenda item 11.a.</p> <p>b. GL to report back on meeting with JC re nature and impact of interventions on vulnerable pupils and whether these reduced the number of suspensions issued over time – completed, see safeguarding link governor visit reports. Action: The chair asked all governors to review these visit reports and send any questions to GL or SHA.</p> <p>c. GB and SHA to meet to discuss DofE support from St Albans Boys School: support offered. Action: GB to check that his colleague had responded to emails from St Luke’s. A group of four pupils at St Luke's had signed up for the DfE award and SHA was keen that this initiative could be expanded to Collett as soon as possible.</p> <p>d. School leaders to upload their “Onwards and Upwards” assessment data from the autumn term when finalised: Spring term progress data had been included in the March HT’s report. The Onwards and Upwards platform had been installed and CAPS data would be uploaded in the summer term. Action: ID to review platform at his next visit.</p> <p>e. JD to review disadvantaged groups as part of her next school visit: Meeting arranged but cancelled following JD’s resignation. Action: ID to allocate a new link governor for disadvantaged groups.</p> <p>f. All governors to complete a visit and undertake training in the spring term: ongoing.</p> <p>g. ID to arrange meeting to consider academisation options: Meeting held. On hold until after election and potential change in government/policy.</p> <p>h. SLT to prepare report detailing the needs of the new cohort at St Luke’s: completed see agenda item 11.c.</p>	<p>All</p> <p>GB</p> <p>ID</p> <p>ID</p>
7.	<p>Any other business</p> <p>No items were raised.</p>	
8.	<p>Training session: school’s finances and budget setting process – Nick Griffith</p> <p>NG shared the following overview of the work of the F&R committee:</p> <ul style="list-style-type: none"> ▪ Each year governors were requested to complete a financial skills matrix. NG used this information to identify weaknesses in governor expertise and recommend training courses. Governors that had completed some of these online training modules had found them very useful. ▪ Action: NG to recirculate links to training courses. ▪ The F&R committee had been set up to increase governor scrutiny of the federation's finances in response to challenges from HCC re St Luke’s deficit financial position. See terms of reference: https://app.governorhub.com/document/62fec58af3b18616b69a3d7f/view ▪ The committee met six times per year and agendas covered the following standing agenda items: <ul style="list-style-type: none"> ○ Monthly monitoring position 	<p>NG</p>

	<ul style="list-style-type: none"> ○ Cash flow ○ RAG rating/benchmarking ○ Debtors/creditors ○ Premises update ○ H&S update ○ Staffing ○ Policies ○ Deep dive into different priority areas eg agency usage/costs, lettings income, trip costings etc. ▪ The meetings were clerked, and minutes shared on Governor Hub. NG invited all governors not on the F&R committee to read the minutes and recommended reviewing some of the supporting documents. MS provided detailed and informative reports. ▪ Income fluctuated throughout the year as often unbudgeted income was received from HCC or DfE. ▪ MS and school leaders strived to make savings against the planned budget to ensure the school ended the financial year in a breakeven or surplus position. ▪ Collett had amassed a large carry forward over the years and this would be re-invested in the school on non-recurrent projects/school improvement. ▪ Budget setting: <ul style="list-style-type: none"> ○ MS provided the committee with a number of different scenarios. ○ These were reviewed by governors in conjunction with the head of school. ○ Safe staffing levels were always considered. ○ Each year funding remained flat but operating costs were increasing (eg energy costs, nationally agreed pay negotiations etc). ○ The F&R committee would review the options and agree a budget scenario to recommend to the FGB at its meeting in May. ▪ In recent years, the F&R committee had been required to take steps to address the school’s deficit position, eg by dropping a class size. This decision had now been reversed as the complexity of pupil need meant the larger class sizes were not sustainable. ▪ The SFVS (School’s Financial Value Standard) was a useful mechanism to check processes and benchmarking of the school’s financial position. ▪ Action: All governors to read the budget papers when circulated and prepare questions for the FGB meeting – budget approval and scrutiny was the responsibility of the whole FGB 	All
9.	<p>Safeguarding, attendance and behaviour</p> <p>The following documents had been circulated in advance of the meeting:</p> <ul style="list-style-type: none"> ▪ Safeguarding report for governors (spring 2) ▪ Behaviour and attendance data report <p>Questions and comments were invited, the school’s DSL, Phil Mc Beth was expected to attend each FGB meeting to present these reports and answer questions from governors but was unfortunately unable to attend today’s meeting. SHA would respond on his behalf:</p> <p>a. <u>Safeguarding</u></p> <ul style="list-style-type: none"> ▪ Q How had staff recovered/been impacted by the removal of the CLA pupil by the local authority? Ans: This had been a traumatic day for staff. The DSL had been able to liaise with social workers who arranged for the pupil to return to school to say goodbye to their classmates, peers and teachers. The incident had been well managed by staff. ▪ Q What outside agencies were being accessed by staff to support their approach to online safety concerns – was this formalised? Ans: There was no coordinated support plan provided by HCC, but the DSL and team had a good network of support that staff 	

	<p>were able to access. Pupils were growing in confidence and were able to raise concerns with staff/trusted adults. Online safeguarding incidents always took place outside of school and involved liaison with parents/carers, external agencies, the police, school councillors, etc. Incidents were always reported on CPOMS. OFSTED had considered the school’s safeguarding processes and protocols to be a real strength.</p> <ul style="list-style-type: none"> ▪ Q Contextual updates – were these typical? Eg prank calls to Collett? Ans: Yes, and given the additional vulnerabilities that the schools’ cohorts faced, they were even more susceptible to external pressures, eg Prevent, county lines. ▪ Q Did the DSL have enough (personal) support/supervision? Ans: DSL has monthly supervision (paid for by the school). The DSL and deputy DSLs have each other to reach out to for support and guidance. ▪ Q Was the workload increasing/was one DSL enough? Ans: SHA felt it was good practice to have one DSL supporting both schools as this provided opportunities for overlap and sharing best practice/information and trends. The administrative burden at each school was high and additional admin support was potentially needed. ▪ SHA noted how lucky the Federation was to have appointed such an experienced DSL with contacts in social care and other external agencies; this was invaluable. ▪ Action: F&R Committee to review staffing structure of safeguarding team. <p>b. <u>Attendance</u></p> <ul style="list-style-type: none"> ▪ Q Were all incidents of unauthorised absences investigated? Ans: The school was aware of all reasons for pupil absences. Term time holidays were not authorised and represented the majority of all unauthorised absences. ▪ Q Did the school ever authorise a term time holiday? Ans: No. The schools were able to offer parents a two-week October half term holiday as all INSET days had been scheduled at this time. This meant that holidays could be taken out of regular term time when resorts were quieter and potentially cheaper. Applications to travel abroad for a family event eg funeral or wedding were considered on a case by case basis. <p>c. <u>Behaviour</u></p> <ul style="list-style-type: none"> ▪ The permanent exclusion of a pupil at St Luke’s School in February was noted. ▪ Q Sage class at Collett had significantly more negative behaviours than any other class, what was the reason for this? Ans: This class included some pupils who were awaiting a space at an alternative setting. Additionally, the recording of incidents had improved which captured all behaviours included those that were not “conscious” behaviours but resulted in disruption – typically these behaviours were directed at staff not other pupils and did not always cause harm. ▪ The target to reduce level 4 behaviours by 10% had been questioned by the OFSTED inspector and school leaders had been able to provide their rationale for this target. ▪ Incidents of physical aggression were high at Collett: <ul style="list-style-type: none"> ○ lower school amber: 157 ○ upper school amber: 41 ○ lower school red: 17 ○ upper school red: 10. ▪ Q How many pupils did this involve? Ans: See context provided for top 20 high profile pupils. ▪ Suggestion: Move commentary box closer to table of green/amber/red behaviour incidents. ▪ Q How did staff ensure pupils understood the consequences of their actions? Ans: This was difficult as not all pupils were able to link their actions to accountability and consequences. The school was very mindful that all behaviours were a form of communication. ▪ Q Was there a formalised process to help staff understand what each behaviour means? Ans: Yes. 	<p>F&R</p>
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	<ul style="list-style-type: none"> ▪ Action: PM/SHA to report on the weaknesses and threats facing each school in the summer term (See SWOT analysis). ▪ Action: PM/SHA to create a one-page executive summary for each report. <p>Governors thanked PM for his detailed reports, which provided them with a rich understanding of the current status of safeguarding, attendance and behaviour at each school.</p>	
10.	<p>Chair’s update</p> <p>ID shared the following summary of his activities as chair since the last meeting:</p> <ul style="list-style-type: none"> ▪ Weekly calls with SHA. ▪ Exit interviews with staff. ▪ Governor disciplinary committee with NG and EK (permanent exclusion hearing). ▪ Academy discussions. <p>ID had been invited to be quiz master for the school at a fundraising quiz night on Friday 10 May and he invited governors to take a table.</p> <p>Governor visits and training: all governors had made a commitment to make a termly visit to one of the schools and undertake training. ID noted that:</p> <ul style="list-style-type: none"> ▪ Governor visits: there had been a dip in the number of visits undertaken in the spring term. ID asked all governors to arrange a visit in the summer term. ▪ Governor Training: some governors had not completed any training during the spring term, five governors had completed 2+ sessions and one governor had completed 7 training modules. ▪ Governor training and visits were essential to ensure governance was effective. 	PM/SHA
11.	<p>Federation-wide strategic matters</p> <p>The following documents had been circulated in advance of the meeting and were noted, questions and comments were invited:</p> <ul style="list-style-type: none"> ▪ Risk register: updated January 2024 ▪ Community cohesion report for governors March 2024 ▪ Equality, diversity and anti-racism report for governors, March 2024 ▪ Changing cohort needs - report <p>Questions and comments were invited:</p> <p>a. <u>Risk register:</u></p> <ul style="list-style-type: none"> ▪ Q Could there be a separate column showing the potential cost of the risk or the cost of the “fix” of the risk and who bears that cost? Ans: SHA would explore this. ▪ Q What was the purpose of the “future RAG” - how was this used? Ans: This had been a suggestion from CP and allowed the school to see when/where the risk was likely to change. <p>b. <u>Equality and diversity report:</u></p> <ul style="list-style-type: none"> ▪ Governors thanked SHA for this detailed report. ▪ Q What had been the federation’s main area of progress? Ans: Significant progress had been made in the following areas: <ul style="list-style-type: none"> ○ Equality of access ○ Diversity within the curriculum ○ No pay gaps ▪ Q What was the federation’s biggest challenge? Ans: Improvements/consistency were needed in the use of good/appropriate inclusive language. There was always more to 	

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	<p>do to improve staff wellbeing; working in a special school was a challenging role at every level.</p> <ul style="list-style-type: none"> ▪ ID asked that CS, the EDI link governor, provide updates to future meetings on the progress of the school’s EDI programme. CS was tasked with challenging the governing body if it did not make enough time/fully consider EDI matters during its discussions. ▪ Action: CS to provide EDI updates at future meetings. ▪ Q What further resources could be made available to staff to support EDI initiatives? Ans: SHA was seeking support and advice on this from the HFL EDI adviser. <p>c. <u>Community cohesion update</u></p> <ul style="list-style-type: none"> ▪ Q Was the Horse Box cafe back on the road? Ans: Yes, it was booked out for every weekend in May and June with students working at these events. A new sustainable coffee supplier had been sourced who championed women growers/pickers. ▪ Governors noted the extensive connections between the schools and local community groups – this was an impressive list. ▪ Q What service did Kids in Sync provide? Ans: This supported occupational therapist at each school. In the absence of availability of NHS OT, the federation had secured the services of a private OT for one day a week. Many pupils had OT listed on their EHCP as a required need. St Luke’s had been able to train a TA to provide OT remedies. ▪ Q What was the cost of OT? Ans: £19,000 pa. ▪ Q Was this amount clawed back from HCC? Ans: Yes, steps were taken to get this reimbursed from HCC. ▪ Q How did the repair shed operate, could this be expanded? Ans: The repair shed team was in school two days a week and divided their time equally between community work, school R&M work and their own personal projects. They had built desks in the computer suite and repaired broken toilets, for example. There was not the space for these volunteers to operate at Collett, but they did sometimes carry out repairs on Collett equipment. ▪ Action: NG to resume writing content for the school newsletter on governors/governor activity. ▪ Action: Fundraising officer to report to the summer F&R committee on work/impact in first 6 months. <p>d. <u>Need analysis: St Luke’s - summary of need of new cohort (September 2023)</u></p> <ul style="list-style-type: none"> ▪ Governors had expected the needs analysis to show a significant increase in need at St Luke’s following the in-flux of 45 new pupils in September (12 of whom the school had been directed to receive). ▪ The majority of pupils at St Luke’s were banded between levels 2-4 with no pupils in Band 1 and only 0.7% in Band 5. ▪ Q Did this accurately reflect the increase complexly of need at St Luke’s? Ans: St Luke’s have experienced a huge change in cohort need/behaviour since September with a small number of pupils with a significantly higher level of need than their peer group taking up a disproportionate amount of staff time and capacity. For example, three new joiners in September had not been classroom ready/had exceptionally challenging behaviour and required 2:1 support in a separate learning space outside the classroom. This was resources intensive, and all pupils were at risk of permanent exclusion (one had been permanently excluded in February). 	<p>CS</p> <p>NG F&R</p>
<p>12.</p>	<p>Heads of School Reports The following reports had been circulated in advance of the meeting on Governor Hub:</p>	

	<ul style="list-style-type: none"> ▪ Head of school report: Collett - JW ▪ Head of school report: St Luke’s - JC <p>a. <u>Collett</u></p> <ul style="list-style-type: none"> ▪ Collett had been inspected by OFSTED w/c 15 April and ID congratulated JW and her team on the outcome and the hard work put in by all staff to ensure the inspection ran smoothly. ▪ The inspector had given the school some excellent feedback which had been shared with staff. It was unlikely that the formal letter would contain so much detail. ▪ Governors who attended the feedback session highlighted the comments the inspector made on the school’s safeguarding processes and procedures as an exemplar for other schools. ▪ Q Timetable for announcement? Ans: The school would receive a letter in the next 3-4 weeks which would be shared with all stakeholders. ▪ Q What had been the engagement rate at the recent parent consultation meetings? Ans: c 70% of parents had attended in person. Teams or telephone consultations had been offered (on different days) for any parents/carers unable to attend in person. ▪ Q Did the school follow up with parents/carers who had not attended? Ans: Teaching staff were very aware which parents/carers were not engaged in their child’s learning journey and these had been contacted. Some parents/carers might not have attended because they had just had their child’s EHCP review meeting at which all aspects of their progress/T&L would have been covered. ▪ Q OFSTED advice to improve “disciplinary subject knowledge” - what did this refer to? Ans: This related to the use of subject specific vocabulary/terminology for wider curriculum subjects eg history, geography, RE etc. ▪ The inspector had felt this was strong in art, music, English and maths but could be improved in other subjects. ▪ Q Had the school’s SEA (school effectiveness adviser) ever picked this up as an area to develop? Ans: No, but there has always been a drive for subject specific vocabulary. SHA described the challenge facing special schools in this regard; the priority for staff was to ensure pupils could be successful in everyday life. ▪ The SEA’s recent visits had been made on days when “normal” teaching had not been taking place – Q Could Head of School ensure that more attention was paid to setting these dates with the SEA to ensure he was able to observe core lessons taking place? Ans: Yes. <p>b. <u>St Luke’s</u></p> <ul style="list-style-type: none"> ▪ Q What had been the engagement rate at the recent parent consultation meetings? Ans: c 80% of parents had attended in person or via MS Teams. ▪ Q Did the school follow up with parents/carers who had not attended? Ans: Yes, see answer above from JW – St Luke’s followed the same process. <p>Governors thanked the Heads of School for their detailed reports.</p>	
13.	<p>Policies for ratification None due at this time.</p>	
14.	<p>Finance and Resources Committee: matters to escalate The minutes of the F&R committee meeting held on 27 February 2024 had been circulated in advance of the FGB meeting and a further meeting had been held on Monday 15 April and these minutes would be circulated shortly. Matters to escalate were reviewed:</p> <p>a. <u>SFVS submission:</u> this was completed and submitted by the 31 March deadline. Action: NG to upload to Governor Hub</p> <p>b. <u>Flexible working opportunities:</u> Governors appreciated that there needed to be a balance between what was operationally possible vs recruitment and retention pressures and this subject would need further consideration. Action: SHA to prepare paper for the June meeting.</p>	<p>NG</p> <p>SHA</p>

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	c. <u>Delegation of power to enter into lease between St Luke’s and the Redbourn Recreational Centre to the Executive Head Teacher</u> : noted.	
15.	<p>Governor matters</p> <p>a. <u>Composition</u></p> <ul style="list-style-type: none"> ▪ There was one vacancy following the resignation of Joanne Dawson. <p>b. <u>Governor visits</u>: the following visits had been undertaken since the last meeting and visit reports uploaded to Governor Hub:</p> <ul style="list-style-type: none"> ▪ Gemma Luke: supervision and interventions - March 2024 ▪ Gemma Luke: safeguarding - March 2024 ▪ Nick Griffith: St Luke’s link governor visit - 8 February 2024 ▪ Nick Griffith: St Luke’s link governor visit - 9 February 2024 ▪ Chris Constant: Cafe/farm developments -27 February 2024 <p>c. <u>Governor training</u>: the following training had been undertaken since the last meeting:</p> <ul style="list-style-type: none"> ▪ Julie Foster: health and safety – 19 February 2024 ▪ Gemma Luke: reducing and managing allegations against staff – 1 February 2024 ▪ Christine Self: finance, the basics – 23 April 2024 	
16.	<p>Any other business</p> <p>Ebbah Kwambai: The chair reported that regretfully Ebbah would be standing down as a governor due to work pressures. Her contribution as a governor had been much valued in FGB meetings and as a regular member of GDC panels. She would be much missed.</p>	
17.	<p>New risks identified during the meeting:</p> <p>None.</p>	
18.	<p>Items for further discussion</p> <p>For the next meeting:</p> <ul style="list-style-type: none"> ▪ Cafe/farm discussions – update from CC and SHA ▪ Action: SHA to re-circulate the business case, drawings and documents. 	CC/SHA
19.	<p>Meeting dates for 2023/24</p> <p>Thursday 23 May 2024: budget approval Monday 17 June 2024</p>	

Actions from meeting			
1	All governors to send any follow up questions on the farm/cafe to SHA	All	
2	All governors to review Gemma Luke’s visit reports re safeguarding and send questions to GL or SHA	All	
3	ID to review “Onward and Upwards” assessment platform at his next visit.	ID	
4	ID to identify new link governor for vulnerable pupils	ID	
5	GB to check that his colleague had responded to emails from St Luke’s re DoFE award support	GB	
6	NG to recirculate links to training courses as identified through the financial skills audit.	NG	
7	All governors to read the budget papers when circulated and prepare questions for the FGB meeting – budget approval and scrutiny was the responsibility of the whole FGB	All	
8	PM/SHA to report on the weaknesses and threats facing each school in the summer term (See SWOT analysis). PM/SHA to create a one page executive summary for each report	PM SHA	

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9	Action for F&R committee: consider safeguarding staffing structure re admin support	F&R	
10	CS to provide EDI updates at future meetings.	CS	
11	NG to resume writing content for the school newsletter on governors/governor activity.	NG	
12	Fundraising officer to report to the summer F&R committee on work/impact in first 6 months	F&R	Agenda item for June meeting
13	Agenda item at next meeting: cafe/farm proposal update from CC/SHA	CC SHA	
14	SHA to re-circulate the business case, drawings and documents for the cafe/farm proposal.	SHA	
15	Agenda item for June meeting: flexible working opportunities to support retention and recruitment challenges	SHA	

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	
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	Ian Dignum	24 November	
22 March		26 January	
24 May	Ian Dignum	22 March	
		24 May	
		21 June	