



## The Blue Tangerine Federation

7.00pm Monday 29 June 2020 2020 via Zoom

### Full Governing Body MINUTES

**Present:** Rachel Andrew (RA), Anthony Bruton (AB), Poppy Choudhury (PC), Debbie Dorman (DD), Ruth Hammerson (RH), Claire Kelvin (CK), Stephen Houlton-Allen (SHA), Josh Pollard (JP), Andy Summerskill (AS), Parris Williams (PW), Ros Wood (RW, Chair)

**Not Present:** Paul Morgan (PM),

**In Attendance:** Huw Bucknell – HB, Head of School, Forest House Education Centre  
Jamie Caple – JC, Head of School, St Luke's  
Manda Sides – MS, Head of Operations, St Luke's  
Pam Stocks - PS, Head of School, Collett  
Tracey Norris – HfL Clerk

**This meeting was held remotely via Zoom**

Agenda item		Action
1.	<b>To receive apologies and approve absences</b> The chair welcomed everyone to the meeting. PM was not present.	
2.	<b>To declare any conflict of interest</b> None declared.	
3.	<b>To approve the minutes of the previous meeting</b> The minutes of the previous meeting held on 21 May 2020 were approved as an accurate record of the meeting and would be signed and filed in the school office at the earliest opportunity.	
4.	<b>To consider matters arising from the minutes</b> a. Bank mandate: sent b. HCC/Action Group update: Tania Rawle (HCC) had suggested another peer review of FHEC by heads of other hospital schools. HCC were focusing on the SLA between HCC and NHS England and whether or not it was appropriate for NHS to charge rent. TR was hoping to put in place an arrangement were the educational support was given but not from the building on the premises. This was not practical in reality. There had been no further developments on this. <b>Action: SHA would chase TR.</b> The Action Group meetings had been temporarily put on hold awaiting action from the LA.	SHA
5.	<b>To note any other business</b> There were two items of other business which were taken immediately:	

	<p>a. PC (parent governor) noted the delight of pupils to be back in school. She felt the transport and bubbles in school had been well considered and were working brilliantly. EHCP reviews have just taken place and these had been run very professionally. She wished to thank all staff involved.</p> <p>b. Website: the new website had been launched and governors commented on the visual appeal and ease of navigation. They appreciated that this had taken lots of work behind the scenes. SHA was being supported by Mary (admin).</p>	
6.	<p><b>Heads of School Update</b></p> <p>The heads of school summarised the current provision in their school. JC had also shared a written report which had been uploaded to Governor Hub in advance of the meeting.</p> <p><b>Collett: Pam Sock</b></p> <ul style="list-style-type: none"> <li>▪ Over 50% of pupils were currently in school.</li> <li>▪ All staff (except four) were in school on a rota. Two of the four staff were in the process of returning.</li> <li>▪ School was calm and bubbles were in place and working in coordination with transport.</li> <li>▪ There had been one potential Covid-19 case (member of staff) but luckily the test had come back negative. Parents had been supportive of the school procedures which had been followed.</li> <li>▪ A different curriculum was in place, which focused on PHSE/pastoral, the aim of this was to limit the demands placed on pupils to help them deal with their emotions better (stress/excitable). For example there were lots of social stories, art and PE.</li> <li>▪ Transition has gone ahead with Zoom meetings between teachers and new pupils starting in September. Visits have taken place after school and all pupils had received a transition pack.</li> <li>▪ PS hoped that all pupils would be back in school for September, the school was waiting for government guidelines re September plans.</li> <li>▪ The school's waiting list was full until September 2023.</li> </ul> <p>A new curriculum lead had been appointed (this was an internal appointment, Ben and the new curriculum would be a focus of 2020/21.</p> <ul style="list-style-type: none"> <li>▪ Staff have cleared out two mobile classroom in anticipation of their demolition and rebuild.</li> <li>▪ <b>Q 50% of pupils not at school - were they accessing teaching via Zoom?</b> Most pupils were engaged with on line lessons. Where they were not JP and/or the class teacher would make contact to ensure there were no safeguarding issues.</li> <li>▪ <b>Q: would pupils in school have the usual transition day with their new teacher?</b> This would take place in first two days of the autumn term. Pupils that had not been in school during the summer term would then have a chance to see their old teacher before moving on.</li> <li>▪ Y11 prom had been delayed to September. There would be a leaving ceremony on the playground.</li> </ul> <p><b>St Luke's: Jamie Caple</b></p> <ul style="list-style-type: none"> <li>▪ JC had been planning to increase the size of the bubbles in the second half of the summer term but had been restricted by DfE guidance.</li> <li>▪ There were 5 bubbles in total each with own toilets/outdoor space. This was the amount that the school could safely accommodate.</li> <li>▪ 01 June: 32 children were in school.</li> </ul>	

- JC and staff were speaking regularly with families/social workers assessing each child individually.
- Most are key workers children or highly vulnerable. JP has been working with this group and the pupils with the highest needed were in school.
- Most pupils were full time.
- Transition would take place in the last week of term with classes moving round to meet their new teacher/TA.
- September plans – awaiting guidance to be published. Transport would be a key issue for school. There were 162 pupil, many of whom arrived in shared transport (there were 30 taxis).
- JC has asked HCC special needs team to come up with a response quickly re transport.
- New joiners (in September) have come to school for tour (after school hours) and will be able to meet teacher at end of the term.
- Staffing update:
  - Stephanie Redhead, leaving to become an autism adviser.
  - Natasha DiTella was moving to Links.
  - Two new appointees (one had come from Collett interview process).
  - Appointed a 1:1 TA to support a new joiner in September (this would be funded by LA: 37 hours at H4).
  - 5 x TAs had been appointed, all were great candidates.
  - Andy Vincent Jones: would be joining the school for 1 ½ days a week working with upper year students on the horsebox café initiative (this venture would provide pupils with a variety of skills: stock control, barista training, hygiene training, counting money, serving customers etc).
- New lift to hall had been installed, new stage curtains, for other R&M work see resources report, at agenda item 9.
- Parent governors whose children had been attending school (some in the key worker group) praised the staff for the excellent provision during this time.

**Forest House Education Centre: Huw Bucknell**

- Typically six unit children were attending FHEC each day, this was lower than normal (there were 16 beds). At the moment security was very high on the ward. There had been more violent incidents and restraints as a result of lockdown.
- FHEC staff were not able to move freely between the school site and the unit.
- Regrettably, there was little collaborative working with unit staff at the moment.
- HB was currently the only teacher on the premises supported by two admin staff. Two colleagues were currently shielding.
- Zoom was being utilized and was working well.
- Day pupils were allowed to return on 29 June (post Y11) and two out of five attended today. A rota had been put in place for the rest of the term.
- HB was spending a lot of time working with September ESMA intake.
- It was expected that the unit demand would not increase at the moment - they were getting the most acute children who have high need (and therefore the least able to engage with FHEC).
- **Q: is this behaviour change as a result of lockdown?** The unit staff were seeing this heightened behaviour. The unit recover model focused on a therapeutic response this was difficult to deliver during lockdown.

	Governors thanked staff for the extra work being put into each school's individual response plan.	
7.	<p><b>Hertfordshire SEND Review</b></p> <p>SHA reported the following:</p> <ul style="list-style-type: none"> <li>▪ The school was waiting for next meeting to go ahead.</li> <li>▪ Collett would be getting two new classrooms.</li> <li>▪ An expansion programme had been expected at St Luke's which was originally going to start in the summer holidays, this has since been delayed.</li> <li>▪ SHA was keen that St Luke's should become an all through school. This was yet to be agreed by Sally Glossop (HCC).</li> <li>▪ ENF/EHCP funding this was being overhauled and the SEND team had focused initially on mainstream funding. This was behind schedule.</li> <li>▪ It was unclear how this would work for special schools, most pupils arrive from mainstream.</li> <li>▪ The review conducted by Richard Hill in November 2019 had still not been shared with the wider special school community.</li> <li>▪ A new pupil would be joining the federation in September with cerebral palsy. This pupil's 1:1 support would be paid for by LA.</li> <li>▪ SHA had requested costing breakdown of provision for a number of pupils joining in September.</li> <li>▪ The federation/FGB had not yet received a response to the letter sent to Simon Newland re unsafe staffing levels and future budget deficit.</li> <li>▪ MS had not received a response from HCC/HfL regarding the school's deficit budget submission.</li> <li>▪ Recruitment was progressing regardless. Excellent candidates were coming through.</li> <li>▪ <b>Q Was the federation at risks of HCC overturning recruitment decisions?</b> SHA was confident that the schools could demonstrate that they were not wasting money, the expenditure was entirely child-focused. This position would be robustly defended. SHA did not know how the LA would respond, but the LA had been given numerous opportunities for conversation/discussion to take place.</li> </ul>	
8.	<p><b>School Improvement Plan</b></p> <p>SHA had circulated a draft plan to address the post-covid school improvement needs at each of the three schools. From this individual actions plan would be created. Each Action Plan would be a live document which SLT and staff would be able to annotate and update. The following was discussed:</p> <ul style="list-style-type: none"> <li>▪ There were 12 areas within the plan. The OFSTED category headings had been used.</li> <li>▪ The focus for Collett and St Luke's would be on raising the quality of teaching.</li> <li>▪ This would be a whole school approach.</li> <li>▪ The school action plan would be a short digestible document, showing what was being measured and how. It was hoped that this would be easier for governors to monitor and would enable rag rating to be applied.</li> <li>▪ Each head of school will "own" each action plan.</li> <li>▪ OFSTED inspection at St Luke's was expected to take place by May 2021 and at Collett by October 2021..</li> <li>▪ <b>Q: How can governors practically assist with these areas?</b> Governor visits can be used to collate evidence to support statements in action plan. Governors need</li> </ul>	

	<p>to “know” that the information is correct “show me don’t tell me”.</p> <ul style="list-style-type: none"> <li>▪ <b>Q: can governors help with this lesson observations?</b> Governors can undertake learning walk and chat through feedback, provide triangulation but did not have the expertise to undertake lesson observations - this was the responsibility of SLT.</li> <li>▪ A new role of head of curriculum had been created at Collett this would create capacity and mean that a member of SLT had responsibility for coordinating observations etc.</li> <li>▪ A schedule of lesson observations had been drawn up and would be conducted jointly by the head of School and head of curriculum. Thus would also improve collaborative working.</li> <li>▪ Ideally, the best CPD was for staff to go off-site and visit other schools although was hard to accommodate (cost and disruption of cover).</li> <li>▪ Whole school training was planned (across all three schools). 140 staff. This would need to be guidance dependent.</li> <li>▪ <b>Q was the training budget sufficient to support the training plans within the curriculum?</b> Staff have accessed some free training from HfL and middle leaders were able to share training which they have participated in externally.</li> <li>▪ The staff induction plan had been updated.</li> <li>▪ SHA was keen for staff to know that the federation valued and invested in staff. The list of training available to staff would be shared with all staff.</li> <li>▪ Governors needed to increase their profile with staff and should make a point of talking to all new members of staff as part of their induction process.</li> <li>▪ <b>Q Governors wondered if it would be possible to hold a meeting/zoom call with staff without SLT present?</b> The clerk recommended that governors should send out a staff survey. They could then use the results of this to engage in future discussions with staff.</li> <li>▪ <b>Action: RW/SHA to send out a staff survey before the end of term.</b></li> <li>▪ <b>Q how was the federation expanding its community involvement?</b> SHA reported on the various initiatives that were underway or were planned including the Repair Shed, Waitrose, sponsored cow and the Horse Box café. These would all be branded as Blue Tangerine rather than school specific.</li> <li>▪ SHA recognised that this was an area which required greater monitoring– the Federation has good relationships with many local and national businesses.</li> <li>▪ MS was working with the school’s insurance company to resolve outstanding lettings issues for external clubs/organisations. The self-contained house was being used by charity groups.</li> <li>▪ SHA was keen to bring more people into special schools.</li> <li>▪ Bloor Homes were supporting FHEC in various R&amp;M areas, this had been achieved by MS/HB who approached Bloor Homes directly (they were currently on site building new homes in the hospital grounds).</li> <li>▪ <b>Q had appraisal taken place?</b> Yes, teachers’ appraisal year end was July, support staff appraisal year end was October. SHA had received good advice from HT union when staff haven’t been able to meet data driven targets (because of Covid-19).</li> </ul>	RW/SHA
9.	<p><b>Resources Update</b></p> <p>MS had uploaded the following documents in advance of the meeting and had taken questions separately from the finance link governor who had scrutinised the reports:</p> <ul style="list-style-type: none"> <li>▪ Budget summary Collett</li> </ul>	

- Budget summary St Luke's
- Budget return Collett
- Budget return St Luke's
- SRVS return Collett & St Luke's
- Asset management plan: Collett and St Luke's
- Premises update
- H&S update
- Fire Risk Assessment: St Luke's

a. **Finances**

- FSS staff were in the process of completing the first monitoring report of the new financial year covering April and May. MS would circulate this to all governors as soon as they were completed.
- The budget returns had been submitted.
- MS also emailed HCC separately because of the deficit budget. She had been told to delay uploading the budget onto the software, but had since received no further instructions/advice. She confirmed that the budget had now been uploaded.
- 18 x TAs were needed for September. To date 6 had been recruited.
- The budget had been benchmarked against the SFVS: this showed an improvement in many areas and the following was noted:
  - St Luke's spending was broadly in line with other similar schools.
  - Average teacher costs was now in line with other similar school schools (following redundancy).
  - Pupil teacher ratio was average at Collett, slightly high at St Luke's.
  - Premises cost are slightly high at Collett.
  - Pupil adult ratio had increased at St Luke's – this had been the school's intention. This ratio was broadly in line at Collett.
  - FHEC staff are included in St Luke's benchmarking data.
  - Another caveat was that St Luke's was not an all through school unlike many special schools.
  - MS confirmed that this exercise would be repeated in September.
- Re-imburement (from HCC) for redundancies had not been expected but was welcome.
- Standard of living increment for support staff from April – this payment would not go through until August/September because of union negotiations – this was impacting the budget at the moment – it looked like the school hasn't paid staff enough (from salary monitoring). By October the salary budget would be more transparent.
- Covid-19 budget line had been created to track additional spending. Guidance has now been issued regarding covid-19 expenses. A school can only claim for cleaning/FSM at beginning of lockdown and only if the school has an in-year deficit.

b. **R&M Matters**

- Stage lighting had been removal.
- External doors were being replaced.
- Server was being replaced (from capital fund) and some more laptops would be purchased. MS would be making accruals for roof replacement for next 4 years in the event that the capital bid for the replacement roof (at St Luke's) was not approved.

	<ul style="list-style-type: none"> <li>▪ Two capital bid applications had been made (for boiler at Collett and roof at St Luke's). There was no update available at this stage. HCC had provided a temporary boiler at Collett.</li> <li>▪ <b>Q was the temporary boiler safe/secure?</b> It was located outside the boiler room but had been fenced off. It was taking up three parking places.</li> <li>▪ Of committed funds, £36k had already been spent <ul style="list-style-type: none"> <li>➢ PPA room had been completed at Collett.</li> <li>➢ New toilets for upper school.</li> <li>➢ New play equipment which had been funded by sports premium grant.</li> <li>➢ Fire systems upgraded from level 2 to level 3.</li> <li>➢ Car park gates: awaiting quotes.</li> <li>➢ Lockdown blinds: some were outstanding.</li> <li>➢ Alarm upgrade: during the summer holidays.</li> </ul> </li> <li>c. <b>Schedule of Financial Delegation:</b> Added in section on making refunds (because of Covid-19).</li> <li>d. <b>Premises summary:</b> Lots of work was being done to ensure schools were fit for purpose, using a mixture of fundraising, capital funds/R&amp;M budget: <ul style="list-style-type: none"> <li>▪ Fixed wire testing at St Luke's</li> <li>▪ New lift.</li> <li>▪ External doors replacement – ongoing.</li> <li>▪ Playground equipment at St Luke's.</li> <li>▪ New projector in hall.</li> <li>▪ New flooring.</li> <li>▪ Library refurbishment.</li> <li>▪ Staff toilets at Collett during summer holidays.</li> <li>▪ LED lighting.</li> <li>▪ Lower school toilets: quote had been received, but HCC would manage the project and pay.</li> <li>▪ FHEC refurbishment/R&amp;M work: this would be undertaken by NHS Trust and a pre-planning meeting would take place shortly.</li> </ul> </li> <li>e. <b>H&amp;S:</b> fire assessment report from St Luke's. Nothing major to report. An action plan was in place to address those things that need doing.</li> <li>f. <b>GDPR:</b> not breaches to report. One subject access request had been made by a parent re special needs team placing her son.</li> </ul>	
10.	<p><b>Safeguarding Matters</b></p> <p>Josh Pollard provided the following safeguarding update:</p> <ul style="list-style-type: none"> <li>▪ Annual safeguarding report had been uploaded to governor hub.</li> <li>▪ CLA update: there was a requirement for CLA pupils to be in school. JP was working closely with carers/social workers – this had not always been possible because of individual circumstances and JP had received agreement from all parties when this was the case.</li> <li>▪ The report listed all the activities provided for CLA pupils during this time. As well as a log of interactions with staff and any EHCP targets.</li> <li>▪ JP was working with The Virtual School and would prepare the CLA report by 20 July.</li> <li>▪ <b>Action: send copy of CLA report to governors.</b></li> <li>▪ Black Lives Matter: JP was relooking at the school's equalities provision in light of the Black Lives Matter movement. He would be running a joint staff teams meeting on this and consider:</li> </ul>	JP

	<ul style="list-style-type: none"> <li>➤ What needs to be adapted across the federation</li> <li>➤ How should the curriculum reflect this/what do the pupils need to learn .</li> <li>➤ From this an action plan would be created.</li> <li>➤ Governors were invited to join: Thursday 2 July 3-4pm.</li> </ul>	
11.	<p><b>Policy Review</b></p> <p>The following policies were due for review and were approved. In future a marked up copy would be shared to show governors what elements had changed. In most cases the Federation adopted the HCC model policy:</p> <ul style="list-style-type: none"> <li>a. Governor allowances policy: approved.</li> <li>b. Biometric data policy: approved.</li> <li>c. St Luke’s admissions: approved.</li> <li>d. Collett admissions: approved.</li> <li>e. Schedule of Financial Delegation: approved.</li> </ul>	
12.	<p><b>Governor Matters</b></p> <ul style="list-style-type: none"> <li>a. Governor visits: RW would visit school w/c 6 July.</li> <li>b. CK had recently visited FHEC: She reported that the classroom set up was working well, she had spent some time talking to HB and assisted with staff interviews.</li> <li>c. Chairs strategic briefing: RW had attended and would forward the slides to all governors.</li> <li>d. Anthony Bruton: would remain on FGB whilst meetings go ahead remotely.</li> </ul>	
13.	<p><b>Any other business</b></p> <p>SHA thanked governors for their support during the year.</p>	
14.	<p><b>Date of next meeting</b></p> <p>Monday 14 September 2020</p>	