



The Blue Tangerine Federation

7.00pm Monday 22 November 2021 at The Collett School, Redbourn

Full Governing Body MINUTES

Present: Rachel Andrew (RA), Ian Dignum (ID, Chair of Governors)
Debbie Dorman (DD), Ruth Hammerson (RH), Stephen Hoult-Allen (SHA, Executive Headteacher), Ebbah Kwambai (EK), Laura Lilley (LL),
Andy Summerskill (AS), Parris Williams (PW)

Not Present: Aurele Mes Boaye (AMB), Poppy Choudhury (PC)

In Attendance: Jamie Caple – JC, Head of School, St Luke’s
Jenny Witter - JW, Head of School, Collett
Tracey Norris – HfL Clerk

Agenda item	Action
<p>1. To receive apologies and approve absences Ian Dignum welcomed everyone to the meeting. Apologies for absence had been received from Aurele Mes Boaye (holiday) and Poppy Choudhury (caring for sick child). Regretfully Pauline Mills had taken the decision to stand down as governor for personal reasons with immediate effect. ID wished to record his thanks and best wishes for Pauline and stated that she was welcome back at any time. In addition, the following members of the Federation leadership team were unable to attend and had sent their apologies, Huw Bucknell (FHEC) and Manda Sides (Head of Operations).</p>	
<p>2. Declarations of conflicts of interest Long standing declarations were noted as:</p> <ul style="list-style-type: none"> ▪ Stephen Hoult-Allen: DSLP7 Board member ▪ Stephen Hoult-Allen: HfL Non-executive director <p>There were none relevant for this meeting.</p>	
<p>3. To approve the minutes of the previous meeting The minutes of the previous meeting held on 29 September 2021 were approved as an accurate record of the meeting. Matters arising were considered:</p> <ul style="list-style-type: none"> a. Governors to complete annual declarations by Friday 1 October 21: completed. b. SHA to send staff questionnaire questions to AMB: completed. c. JW to share dates/times for staff drop-in sessions with governors (first session to take place before 22 October): Dates had been arranged but unfortunately this was cancelled due to governor illness. It is essential that these meetings take place, particularly in light of the staff survey results, ideally one at each school site. Action: ID and JW to arrange. Governors would be provided with Federation governor lanyards to help raise their profile when in school. d. AMB to create exit interview form: carry forward. e. LL to arrange safeguarding meeting with JP before half term: held. <p>Action: LL to write visit report.</p>	<p>ID/JW AMB LL</p>

	<ul style="list-style-type: none"> f. MS to draft letter and circulate on Governor Hub: completed, see notice on Governor Hub dated 20 October 2021. g. MS to notify FSS that governors would not approve the backdating of addition charges in June/July/August: completed h. Clerk to book in-house training session on exclusion: completed, training booked for Wednesday 1 December i. Update at next meeting on S&L provision at Collett: No change: the S&L post remains vacant as the school struggles with budget constraints. 	
4.	<p>To note any other business There were no items of other business.</p>	
5.	<p>Federation-wide strategic update SHA had shared the following documents in advance of the meeting:</p> <ul style="list-style-type: none"> ▪ Blue Tangerine Federation 3-year strategy 2021-24 ▪ Federation School Improvement and development plan: updated October 2021 ▪ Risk register ▪ HCC Special School Planning Capital Project Update: Oct 21 <p>Questions were invited:</p> <ul style="list-style-type: none"> ▪ Q1 Did the BTF strategy fit in with OFSTED expectations? Yes, the curriculum was the main focus of Federation strategy with an emphasis on quality first teaching. There was an ambition for more collaborative working within the federation. ▪ Actions and outcome section: one outcome was for good teaching to improve from 90% to 95% Q2 Was the Federation aiming for 100% good teaching? Would this be possible with ECT (early career teachers)? SHA described current standards of teaching: <ul style="list-style-type: none"> ○ Teaching across the three schools was good. ○ >90% of teaching at Collett was good or better. ○ 85-95% of teaching at St Lukes was good or better (there were more ECT at St Luke's). ▪ Q3 How would this be measured going forward – what does good look like? ID explained that the purpose of governor visits was not to judge the quality of teaching, this was the role of the SLT through the performance management process, governors should look out for aspects of the SIDP in action during class visits and for evidence of the federation strategy being applied in the classroom and in all instances complete a Governor Visit Report to outline what has been seen. ▪ Q4 When would governors have input into the SIDP? The clerk explained that governors should have input into this document. Other schools held joint staff/governor planning days for example. Within the governor's annual schedule of work the SIDP would be timetabled for approval in September, mid-year review and end of year review – this was a live document and governors could provide input at these points. ▪ Q5 What impact would HCC's capital projects have on the Federation? Plans were in place to increase the number of special school spaces in Hertfordshire by 300 by 2024 through a mixture of school expansions and new builds. SHA did not think this was a risk to the Federation, there are already over 300 pupils in Hertfordshire on the waiting list for a Special School place, this would grow each year. 100 pupils would be leaving St Luke's over the next three years but these would be filled as new pupils joined the school. Collett would have only 8 spaces 	

	<p>available in September 2022.</p> <ul style="list-style-type: none"> ▪ Risk register: Q6 Why was fundraising to meet curriculum needs such a high risk? Q Why didn't the school's delegated funds cover curriculum resources? Raising money was a constant challenge for the fundraising team. The need for curriculum resources was ongoing: <ul style="list-style-type: none"> ○ April – October 2021: £82,000 had been raised at Collett and would be spent on kitchen development and music therapist. ○ £140,000 renovation project at Forest House had been funded by Bloor Homes. ○ Science grant of £10,000 had been secured. ○ St Luke's: £30,000 had been raised, a mini bus had been purchased (£70,000). ▪ ID had attended the recent dinner and dance at Collett School, it had been an excellent evening and he thanked the fundraising team for their tireless work. ▪ Q7 How was the fundraising team's salary allocated? This was split between the two schools. It was anticipated that one member of the team would be seconded to work full time on the Blue Tangerine Charity and this would represent a cost saving in the salary budget for the duration of the secondment. ▪ Charity Farm/Cafe update: A meeting was being held on 23 November to push forward the planning proposal. £300,000 had been raised, the target was £2-3million. ▪ Q8: Should covid be on the risk register? SHA did not think this was necessary, the schools had been opened throughout the pandemic. Delegated funds were ringfenced. The impact of covid continued to be felt in high levels of staff absences. Governors asked for a breakdown of staff absence to be reported at the next FGB meeting. ▪ Action: SHA to share breakdown of staff absence levels at next meeting. 	SHA
6.	<p>Heads of school reports</p> <p>The following reports had been circulated in advance of the meeting:</p> <ul style="list-style-type: none"> ▪ Collett head of school report: November 2021 ▪ St Luke's head of school report: November 2021 ▪ Forest House Education Centre head of school report: November 2021 ▪ HIP Report, Collett 1 October 2021 ▪ HIP Report, St Luke's 4 October 2021 <p>Link governors had held meetings with the respective heads of school and it was the Chair's intention that these visit reports together with link governor questions would streamline this section of future meetings.</p> <p>a. Collett</p> <ul style="list-style-type: none"> ▪ PC had visited the school and met with JW. The visit report had not yet been circulated. Action: Poppy to complete outstanding Visit Reports. ▪ JW explained that she planned to evolve the head of school report into a more meaningful self-evaluation document. ▪ Action: JW to create an executive summary of the self-evaluation document for governors. Governors to agree the new format. ▪ Action: visual representation of staffing structure (plus any vacancies) to be included in summary. ▪ Governors invited JW to share examples in future reports of things to celebrate as well as the challenges facing the school. ▪ Q9: How was the new leadership structure at Collett working? JW was pleased 	PC JW

with the changes made and the positive impact these had. The creation of a head of upper and lower school had provided more cohesion and better communications. There was a good team in place which was essential for the school to manage the extreme behavioural issues it was facing on a daily basis.

- **Q10: What progress had been made on the request for a placement review of a pupil currently being supported on 2:1 basis?** This was ongoing, a meeting had been held last week with SEND team and, as a result, consultation was underway with three other schools. A reintegration meeting would be held with the parents on 23 November. A request for additional funding to support this pupil had been made.
- **Q11 What was happening with the pupils on reduced timetables?** Three pupils were on a reduced timetable and were being supported 2:1 when in school. This was not sustainable in the long term and was very challenging for Collett staff.

b. St Luke's

- RH had been in communication with JC and sent through a number of questions on email: see appendix 1.
- RH had met with JC and the assistant head of school, Max Guiney and undertaken a learning walk: see visit report.
- Pupils were engaged in their lessons, evidence that the curriculum was pitched well.
- Pathways for pupils were really clear.
- Next visit was planned in the spring term and RH would look at the small steps of progress as identified in pupil pathways in more detail (how these were measured and tracked).
- ID noted the NAS autism accreditation and congratulated the team on this achievement, the feedback was excellent.

c. Forest House Education Centre

- AS had visited FHEC in October: see visit report.
- He summarised the main challenges:
- Staff wellbeing: high levels of staff sickness and absence meant the current staff were struggling with capacity issues.
- **Q12 what support did Federation SLT provide to FHEC?** SHA had offered additional supply and administrative support to free up some of HB's time. SHA taught at FHEC on a Thursday. Two members of staff were on long term sick leave although one was returning on a reintegration programme.
- **Q13 what impact were the re-positioning rumours having on staff morale/wellbeing?** This had lessened as more time went by with no communication from HCC.
- The residential unit was in a constant state of management flux which impacted the attendance of patients at FHEC and often resulted in fewer lessons being delivered than planned.
- Day pupil attendance was good.
- **Q14 what was the attendance data for FHEC?** After a period of low attendance of FHAU pupils, now 80% are in daily. There are extreme presentations of mental health presently. Attendance is marginally higher for the day pupils, with one accessing the centre for only part of the day.

	<ul style="list-style-type: none"> ▪ The refurbished outdoor area was an excellent resource which was having a positive impact on pupils and staff. ▪ Ongoing tension between FHEC and ESMA is cordial, though exists with regards to the HCC arrangement of ESMA’s payment of FHEC rent to the NHS and changing expectations of ESMA’s use of the centre. ▪ Q15 How was FHEC delivering the curriculum? The range of pupil ability at FHEC was vast – some might be studying for GCSEs or A Levels others might be school refusers or pupils with additional needs. ▪ Q16 Could assurances be provided to governors that staff safety would not be compromised by actions of residential unit staff? This issue had been raised with NHS managers (a member of FHEC had been “locked” in a room with a patient). For the time being, FHEC staff would no longer deliver lessons in the residential unit. ▪ Q17 What were the risks to staff posed by the needs of FHEC pupils? The range of needs was wide, eating disorders, drug abuse, borderline personality disorders. Extensive risk assessments are in place and there is close connection with the FHAU in case of challenging behaviours. ▪ Q18 What were OFSTED expectations of FHEC? The centre was seen as a “department” of St Luke’s and not a separate school. In the past, inspectors had typically only visited FHEC for at most two hours. <p>ID thanked the staff at all three school sites for their ongoing commitment and support of the Federation. Special schools were under increasing pressure from challenging pupil behaviour and school finances and their hard work and dedication is greatly appreciated.</p>	
7.	<p>Staff Survey Responses</p> <p>The staff survey results had been circulated in advance of the meeting. Response levels were low at Collett and St Luke's c 40% of staff. The following was discussed:</p> <ul style="list-style-type: none"> ▪ RH suggested that to increase staff engagement the survey could be issued and completed during an Inset Day. ▪ There was discrepancy in the responses to the question of “safety” which would require further unpicking and perhaps greater consideration to the wording of future questions. ▪ Staff had commented negatively about the value added by the FGB – Q19 What were their expectations of governors? It would be useful to have conversations with staff to find this out. ▪ SHA was disappointed with the response rate and that the responses were less collegiate than hoped. ▪ Governors debated the relative merits of scoring a survey 0-10 or agree/disagree/don’t know. It was agreed that whatever measure was decided should be consistently used in future surveys to provide meaningful comparisons. ▪ Q20 How could governors increase their visibility? Now that more stringent covid restrictions had been lifted, governors were able to start visiting the schools and this should be their priority. Other suggestions included: <ul style="list-style-type: none"> ○ Governor section in staff/school newsletter ○ Governor lanyard ○ Governor drop-in sessions with staff (at each site). ○ SHA to send summary of FGB meeting to staff on regular basis. ○ Chair to send messages of thanks/recognition to staff of achievements. 	

	<ul style="list-style-type: none"> ○ Governors to attend school events. ○ Re-refresh the "governor spotlight" section in the school newsletter. ○ Governors to join departmental meetings via Zoom – Mondays at 3pm for 20/30mins. ▪ Q21 Given the poor response rate and the number of staff who disagreed with various statements, how likely is that the federation's vision can be achieved? How did school leaders intend to respond to the survey? ▪ Departmental meetings would be tasked with looking at the responses in more detail, there after an action plan would be prepared. ▪ Governors suggested that heads of school prepared a "you said this....we did that...." response document to reassure staff that they had been listened to. ▪ The five main concerns at St Luke's were: <ul style="list-style-type: none"> ○ Governance ○ Communications between staff and from SLT ○ Vision and leadership ○ Workload ○ CPD ▪ The main concerns at Collett were: <ul style="list-style-type: none"> ○ Staffing levels ○ Communications between staff and from SLT ○ Workload ○ Participation in decision making ▪ JC stated that much work had already been done in some of these areas (reducing workload and CPD for example) and a means of reminding staff of this was needed. ▪ Wellbeing sessions were being offered in December. ▪ It was noted that it might be the case that staff had not complete the survey because they were content with their job. ▪ Q22 What were the timescales for responding to the survey? Action plan to be in place by January 2022 with an update planned for March. ▪ Action: The comments added by 12 members of staff should be circulated to governors. SHA to arrange. ▪ Governors also acknowledged the potential impact of covid on staff morale/wellbeing. ▪ Action: update on staff survey/action plan at next meeting. 	SHA
8.	<p>Resources</p> <p>The following documents had been circulated in advance of the meeting:</p> <ul style="list-style-type: none"> ▪ Collett: budget summary November 2021 ▪ Collett: P6 cashflow ▪ Collett: P6 summary spreadsheet ▪ Collett: P6 FSS advisers report ▪ Collett termly return ▪ St Luke's: Budget summary November 2021 ▪ St Luke's: P6 summary spreadsheet ▪ St Luke's: P6 cashflow ▪ St Luke's termly return ▪ FHEC monitor 	

	<ul style="list-style-type: none"> ▪ St Luke’s and FHEC combined monitor ▪ St Luke’s Strategic financial report conducted by HfL March 2021 (commission by HCC). ▪ Update conducted by Jackie Keegan on St Luke's Financial review: undertaken on 7 October ▪ Letter from Federation to HfL Financial services re costs, response email from Helen Harding dated 12 October 	
8.a	<p>Financial overview</p> <p>In recognition of the huge challenges facing St Luke’s finances, ID proposed the creation of a finance sub-committee to ensure governors had a full grasp of the school’s financial situation. This was agreed: see section 13.</p> <ul style="list-style-type: none"> ▪ A strategic financial audit was being conducted at Collett by Jackie Keegan (author of a similar audit at St Luke’s earlier in the year). The summary was expected within the next two weeks. ▪ Jackie Keegan had suggested that the FGB minutes did not accurately reflect the cost savings identified in staffing at St Luke’s. It was imperative that discussions on finances were clearly recorded showing that governors had been presented with the appropriate information and given it their due consideration. ▪ SHA reiterated that there were cost savings presented in the financial audit and that these were staffing related, suggesting reducing teachers, admin and TA hours circa £350,000. This was considered when determining the safer staffing levels required of the school presented through the FiAG and previous governor meetings. ▪ Variances to note: <ul style="list-style-type: none"> ○ Overspend on agency staff c£30,000: due to high levels of staff absence. ○ Overspend on curriculum resources: due to incorrect coding. ▪ No questions were raised. 	
8.b	<p>Premises and H&S Matters</p> <p>The following documents had been shared in advance of the meeting:</p> <ul style="list-style-type: none"> ▪ Premises summary November 2021 ▪ H&S summary November 2021 <p>Questions were invited:</p> <ul style="list-style-type: none"> ▪ Q23: update on the boundary issues at Collett (re tree surgery)? This had now been resolved and there was clarity between the school and HCC over the school’s boundary. ▪ Action: MS to advise Chair and School Link Governors when the H&S review by Governors is required (and what the requirement is of the Link Governors) As appropriate, date of visits to be agreed. ▪ Q24 What overlap was there between pupil behaviour and H&S/keeping staff safe? All incidents of harm to teachers were reported to HCC on Solero. A piece of work was needed to better understand why some staff did not feel safe at school (see staff survey discussion) and then identify areas of response and if necessary, changes to policies. 	MS
9.	<p>Safeguarding report</p> <p>Noted.</p>	
10.	<p>Performance appraisal process</p> <p>The pay sub-committee comprising ID, AS, AMB, LL would meet before the end of term to review the performance appraisal process and see evidence that it has been</p>	

	<p>conducted in accordance with Federation policy and that targets set for staff are robust and linked to the SIDP and were measurable.</p> <p>Action: ID to arrange meeting.</p>	ID
11.	<p>Policies</p> <ul style="list-style-type: none"> ▪ There were no policies due for approval at this meeting. ▪ The clerk alerted governors to the updated DfE Guidance: “Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leaders; September 2021”. ▪ For future meetings, policies would be approved by governors in advance, notifications would be sent via Governor Hub, policies would show tracked changes for ease of reference. All Governors to check for policy updates and reply as soon as practical with questions or approval. 	ALL
12.	<p>Governor visits</p> <p>The following visit reports had been circulated in advance of the meeting:</p> <ul style="list-style-type: none"> ▪ St Luke’s October 21: AS ▪ FHEC October 21: AS ▪ Summary of chair activity: ID ▪ Collett November 21: RH ▪ Meeting with Rachel Andrew November 21: ID 	
13.	<p>Governor Training</p> <ul style="list-style-type: none"> ▪ ID urged all governors to complete at least one Modern Governor training sessions (online) per term, as this is a paid for resource and will improve our skills as governors. Available through Governor Hub. ▪ In-house training was booked for Wednesday 1 December on Exclusions, this would take place at 7pm remotely on Teams. ▪ Other than effective chair’s training (ID), no new training had been undertaken since the last meeting. 	
14.	<p>Governing Body Effectiveness</p> <p>a. Overview by Chair</p> <ul style="list-style-type: none"> ▪ ID had attended Chairs training and it had been suggested that it was essential for governing bodies to reflect on their own effectiveness (are we doing a good job, what could be we doing better etc). ▪ He proposed that time was dedicated at every other future meeting to consider one or two of the OFSTED 20 questions for governors. ▪ Whilst Governors should read all documents provided, Governor link roles should reduce the workload as each governor becomes an expert in one particular area and can advise the FGB of key discussion items / areas for review. ▪ Currently governors felt overwhelmed by the amount of information shared at each meeting. ▪ ID wanted the FGB to be more strategic in its deliberations, at the moment the focus was mostly operational. <p>b. Finance sub-committee</p> <ul style="list-style-type: none"> ▪ ID was particularly concerned about some of the statements in the HIP report about the governors’ statutory duty to manage the school’s finances and for this reason he felt it appropriate that a finance sub-committee was created. ▪ Governance support has been requested from Jonathan Ellam, governance 	

	<p>adviser at HfL to guide ID through the current situation.</p> <ul style="list-style-type: none"> ▪ A narrow term of reference for the finance sub-committee would be drawn up to ensure focus of meetings. ID to provide by email to FGB for approval. ▪ The finance sub-committee would comprise: ID, AS, PW plus one other governor. ID asked for a volunteer to join the committee as the fourth member. It is NOT necessary to have finance experience. ▪ The first meeting would be convened as soon as possible to review the financial review document produced by SHA and the school management teams to ensure the Finance Committee fully understand the background and current situation. Questions will be asked and the document updated before being shared with the FGB (with an Executive Summary). For the first meeting, Federation Staff will not be required) ▪ This will include a review of the information from the financial review conducted by HfL. ▪ The Finance Action Group meeting (originally convened by HCC in June 2017) had been merged with the Action Group to support the school as it addressed the areas for improvement identified by the OFSTED Inspection –this group had not met since March 2020. ▪ Action: Volunteer to join finance sub-committee: governor to contact ID ***** <p>POST MEETING NOTES (added by ID on 29 November):</p> <ul style="list-style-type: none"> ▪ ID suggested that there should be a standing agenda item to discuss the school’s financial position (although a lot of the work will be managed by the Finance Committee first – it will still be reported and discussed at the FGB meeting). The matters of most urgent concern were: <ul style="list-style-type: none"> ○ Update from HCC on the overdraft position, due end of November: to follow. No communication has been received from HCC to date. ○ Meeting with Tania Rawle/HCC re St Luke’s banding/position of FHEC: a meeting had been arranged on 12 October but was cancelled by HCC and a new date has not yet been offered. SHA chased on 17 November and by ID on 28 November. ○ Review of EHCPs suggested will be completed by Tania Rawle ○ Jackie Keegan financial review ***** <p>c. Governor roles</p> <ul style="list-style-type: none"> ▪ The following updates were noted: <ul style="list-style-type: none"> ○ Rachel Andrew: equality and diversity link governor to look at this matter in relation to school practice/curriculum coverage and FGB considerations. ○ Ebbah Kwambai: suggested link role – curriculum: to be confirmed. 	<p>ID</p> <p>All</p>
<p>14.</p>	<p>Meeting dates for 2021/22</p> <p>Spring term Monday 31 January 2022 Monday 21 March 2022</p> <p>Summer term Monday 23 May 2022 Monday 4 July 2022</p>	

Meeting closed at 9.20pm

Governor Attendance Record						
	29 Sept	22 Nov	31 Jan	21 Mar	23 May	4 July
Aurele Mes Boaye	P	A				
Poppy Choudhury	P	A				
Ian Dignum	P	P				
Debbie Dorman	A	P				
Ruth Hammerson	P	P				
Stephen Hoult-Allen	P	P				
Laura Lilley	A	P				
Josh Pollard*	P	A				
Pauline Mills	A	Resigned 7 November 2021				
Andy Summerskill	P	P				
Parris Williams *	A	P				
In attendance						
Huw Bucknell	P	A				
Jamie Caple	P	P				
Manda Sides	P	A				
Jenny Witter	P	P				

*Associate governor (responsibility finance): not required to attend FGB meetings

Key	
Present	P
Apologies received	A
Not present	N

Approved by Chair: _____

Governor challenge highlighted in RED

Appendix One: comments and questions from St Luke's Link Governor (responses in red) on the HIP report:

P10 Good summary of positive comments on HIP report. It is better this time for St Luke's than it has in the past.

P10 "Governance likely to receive negative judgement as result of financial situation." - proposals for dealing with this view? Difficult if can't engage with LA. This is something that is concerning, though we have engaged Jonathan Ellam (Governance) with this and there's been a couple of emails back and forth. Ultimately, the finance is an area of leadership and this may be affected by the deficit, though we have a multitude of correspondence with HCC about this to mitigate aspects of the situation. Ian is convening a group of Governors to ensure there is a clear picture of the financial situation from Governance, when an Ofsted comes...

P10 I will pick up on curriculum development work during next visit - Spring term. As Richard was not able to come in to see lessons, the implementation of the curriculum has not been seen by him - he would naturally want to see the delivery of the curriculum in the classrooms.

P5 Reference to staff survey. A hard core of disagreeing staff? How to improve response rate? There are concerns firstly with the way staff were asked to answer the questions - yes/no/don't know and a scale 0-10 will be used next time (should have been used this time; it was an error). This has skewed the answers, though there are concerns here and the five key areas to improve have been suggested and we would like Governors to discuss and see if these tally with their priorities.

P7 Great assessment from NAS - "provision for pupils with autism is of high quality and is highly effective" It was a very good report and reflects better the provision.

P7 Interesting to read of diversity project. It's moving forward. Thanks.

P9 Fund raising - what percentage of funds are fund raised? We'll get this answer to governors later today. Thanks