**Bristol Hospital Education Service**

Meeting of the Management Committee

Held in person at Falkland Road

**Term 1, Wednesday 19th October 2022, 5.00pm**

**Final MINUTES OF MEETING**

*Overall Objective of the Meeting:* *Building on foundations as a new team*

|  |  |  |
| --- | --- | --- |
| **Governors Present**  Jude Bramton  Vicki Franklin, Chair  Fiona Lawrence  Sarah Prouse  James Ralston  Xavier Ribeiro  Philippa Scholar, Headteacher | **In Attendance** (non-voting)  Sylvia Aldrich (until Item 8)  Gwen Bennion (until Item 8)  Gareth Manson (until Item 8)  Keira Stobie, Clerk  Patricia Varano, Bursar (until Item 5)  Quorum = 3 at start then 4 post elections (half in post) | **Apologies**  Andrew Langley |

**ACTIONS GRID – From this (T1) meeting**

|  |  |  |  |
| --- | --- | --- | --- |
| **AGENDA NUMBER** | **AGENDA ITEM** | **ACTION** | **RESPONSIBLE PERSON** |
| 1 | Welcome | VF and XR to update Pecuniary Interests on Governor Hub. | VF/XR |
| 1 | Welcome | KS to arrange for Governors’ Pecuniary Interests to be updated on the school website. | KS |
| 1 | Welcome | VF and KS to bring Governor Code of Conduct and Terms of Reference to the T2 MC Meeting. | VF/KS |
| 1 | Welcome | PS to provide KS with a copy of the School Charter. | PS |
| 1 | Welcome | KS to send GB Members’ Expense Policy. | KS |
| 1 | Welcome | GB to update Members’ Expenses Policy. | GB |
| 1 | Welcome | KS to include approval of Governor Code of Conduct, Terms of Reference, School Charter and Members’ Expenses Policy on the T2 MC Meeting agenda. | KS |
| 2 | Elections | KS to begin induction process for new Governors and update records accordingly. | KS |
| 2 | Elections | KS to invite MK to take on the role of SEND/PP Governor. | KS |
| 2 | Elections | KS to arrange creation of a BHESViceChair e mail account. | KS |
| 2 | Elections | GB to clarify if the BHESSafeguarding e mail address was already in use. | GB |
| 2 | Elections | KS to update all records to reflect changes. | KS |
| 2 | Elections | Governors to only use BHES e mail addresses for MC business from now on. | All Governors |
| 2 | Elections | KS to update Governor profiles on Governor Hub with new e mail addresses and inform Governors when this has been done. | KS |
| 2 | Elections | All Governors to use resources on The Key to reinforce their understanding of their role. | All Governors |
| 2 | Elections | All Link Governors to meet with the relevant member of SLT during T2. | All Governors |
| 3 | Approval of minutes of the previous meeting and matters arising | JR to sign minutes of the T6 meeting on Governor Hub. | JR |
| 3 | Approval of minutes of the previous meeting and matters arising | KS to send Governor Induction Policy to GB for formatting and publishing on the school website when references established. | KS |
| 3 | Approval of minutes of the previous meeting and matters arising | GB and KS to create a suitable Policy Review spreadsheet. | GB/KS |
| 3 | Approval of minutes of the previous meeting and matters arising | GB to ensure policies are available in Word format on Governor Hub. | GB |
| 8 | Feedback on Summer Exams and progress to date | VF to write to staff to acknowledge their work during the pandemic and the exam successes achieved. | VF |
| 5 | Finance | PV to share breakdown of gas and electricity billing with XR. | PV |
| 5 | Finance | PV to investigate potential templates for School Fund audit. | PV |
| 5 | Finance | JR and XR to liaise regarding auditing the School Fund. | JR/XR |
| 5 | Finance | VF to arrange finance training for Governors. | VF |
| 5 | Finance | VF to sign budget and return to PV. | VF |
| 7 | Industrial Action | VF to update Governors on any developments regarding industrial action. | VF |
| 12 | AOB and Close | KS to carry unfinished business from the T1 MC meeting to the T2 MC meeting. | KS |

**Feedback on actions from T6 2021 - 2022 Meeting**

|  |  |  |  |
| --- | --- | --- | --- |
| **AGENDA NUMBER** | **AGENDA ITEM** | **ACTION** | **RESPONSIBLE PERSON** |
| 1 | Welcome | CD to e mail KS confirmation of his resignation. | CD |
| 1 | Welcome | MK to liaise with PV to complete the relevant DBS checks. | MK/PV |
| 1 | Welcome | MK to provide KS with appropriate contact details. | MK |
| 2 | Governor Recruitment | KS to include election of new Governor on the agenda for the T1 meeting. | KS |
| 2 | Governor Recruitment | KS to investigate further quoracy requirements for the MC. | KS |
| 3 | Approval of previous minutes and matters arising | VF/JR to mark as signed the T5 meeting minutes on Governor Hub. | VF/JR |
| 7 | Student Progress | SA to upload GCSE prediction pack onto Governor Hub. | SA |
| 4 | MC Roles and Responsibilities | KS to include election of Chair and Vice-Chair as part of the T1 agenda | KS |
| 4 | MC Roles and Responsibilities | KS to circulate role descriptors for Link Governor positions. | KS |
| 4 | MC Roles and Responsibilities | All Governors to consider which Link Governor positions they would be interested in adopting. | ALL GOVERNORS |
| 4 | MC Roles and Responsibilities | PS to upload a draft version of the SDP on Governor Hub | PS |
| 5 | Governor Development Plan and Review of MC effectiveness | All Governors to familiarise themselves with the MC Development Plan. | ALL GOVERNORS |
| 5 | Governor Development Plan and Review of MC effectiveness | KS and JR to locate and circulate an appropriate Governor Healthcheck. | KS/JR |
| 5 | Governor Development Plan and Review of MC effectiveness | All Governors to complete Healthcheck as the basis of discussions at the T1 meeting. | ALL GOVERNORS |
| 5 | Governor Development Plan and Review of MC effectiveness | KS to include discussion of the MC Development Plan as part of the T1 meeting agenda. | KS |
| 6 | Finance | PS to raise the additional charge to schools at the T1 Secondary Heads’ Forum | PS |
| 6 | Finance | CD to contact Duncan Fleming regarding the implementation process for the additional charge. | CD |
| 6 | Finance | KS to include an update on the implementation of the additional charge on the agenda for the T1 MC meeting, if appropriate. | KS |
| 8 | Health and Safety Report | PS to arrange H and S inspection with Link Governor T2. | PS |
| 8 | Health and Safety Report | KS/PS to investigate statutory guidelines regarding H and S reporting. | KS/PS |
| 9 | Meeting Dates for 2022 - 2023 | KS to input meeting dates on Governor Hub. | KS |
| 9 | Meeting Dates for 2022 - 2023 | PS to input meeting dates on Outlook. | PS |
| 9 | Meeting Dates for 2022 - 2023 | PS to arrange Teams links to be sent out for virtual access to all meetings. | PS |
| 9 | Meeting Dates for 2022 - 2023 | PS/VF/JR/KS to produce a Governor update/newsletter including details of healthcheck in September. | PS/VF/JR/KS |
| 10 | Policies | JR and PS to discuss action required on the Finance and Purchasing Policy to allow it to be approved at the T1 meeting. | JR/PS |
| 10 | Policies | PS to liaise with GB so the Remote Learning Policy can be uploaded onto Governor Hub for consideration at the T1 meeting. | PS/GB |
| 10 | Policies | PS to liaise with GB so the Health, Safety and Wellbeing Policy can be uploaded onto Governor Hub for consideration at the T1 meeting. | PS/GB |
| 10 | Policies | PS to liaise with GB so the Allegations against Staff Policy and Statement of Procedures for Dealing with Allegations of Abuse Against Staff can be uploaded onto Governor Hub for consideration at the T1 meeting. | PS/GB |
| 10 | Policies | KS to update Policy Tracker Spreadsheet with actions agreed at this meeting. | KS |
| 10 | Policies | PS to add Link SLT Member to the Policy Tracker Spreadsheet. | PS |
| 10 | Policies | KS to investigate alternative methods of policy approval | KS |

|  |  |
| --- | --- |
| **Item** | **Final Minutes of Meeting** |
| **1** | **Welcome (VF)**  Apologies  Apologies had been received from AL. These were accepted and the meeting was quorate. In addition, it was explained that Sue Stokes would now not be routinely attending meetings as PV was handling the school finances.  Acknowledgements  A particular welcome was extended to the two prospective Governors and introductions were made.  Congratulations were extended to JR and his family.  Declaration of Pecuniary Interests  VF had begun a post with the DfE working AS an Attendance Adviser. This did not represent a direct conflict of interest so was recorded to ensure full transparency.  XR highlighted a personal connection to a member of school staff.  **ACTION: VF and XR to update Pecuniary Interests on Governor Hub.**  **ACTION: KS to arrange for Governors’ Pecuniary Interests to be updated on the school website.**  Updating Documents  A Governor Code of Conduct currently cannot be located and the Governor Terms of Reference were considered out of date as well. Therefore, these will be worked on before the next MC meeting.  **ACTION: VF and KS to bring Governor Code of Conduct and Terms of Reference to the T2 MC Meeting.**  The School Charter was not on Governor Hub but can now be provided.  **ACTION: PS to provide KS with a copy of the School Charter.**  The Members’ Expenses Policy requires updating to reflect changes within the school.  **ACTION: KS to send GB Members’ Expense Policy.**  **ACTION: GB to update Members’ Expenses Policy.**  **ACTION: KS to include approval of Governor Code of Conduct, Terms of Reference, School Charter and Members’ Expenses Policy on the T2 MC Meeting agenda.**  No changes to contact details or training undertaken were submitted and no other Governor news was reported. |
| **2** | **Elections (VF/KS)**  Chair and Vice-Chair  Nominations were invited, with VF indicating that both posts should be considered open. VF was invited to stand again and agreed.  Proposer: JR  Seconder: FL  Elected unanimously.  After careful consideration, a nomination was received from JR for the post of Vice-Chair.  Proposer: VF  Seconder: FL  Elected unanimously.  New Governors  JB and XR were asked to provide a brief background to themselves and their interest in BHES, then left the room for the remainder of the voting process.  The Governors acknowledged their expertise and welcomed the increased diversity this would bring to the MC. However, it was noted that given the specific character of the school recruiting a Governor with a background in healthcare would be particularly beneficial in the future.  Proposers: PS (JB) and VF (XR)  Seconders: SP (JB) and SP (XR)  Both were elected unanimously and warmly welcomed to the MC.  **ACTION: KS to begin induction process for new Governors and update records accordingly.**  Governor Roles and Responsibilities  The aim was to appoint a Governor to take responsibility for each area highlighted on the SDP, as well as other statutory requirements such as Safeguarding. However, it was noted that all Governors are expected to undertake Safeguarding training, regardless of their specific role.  ***Governor Question: What is meant by a Link Governor and what responsibilities do they have? Could we have questions in a different colour to bring attention to them please***  A Link Governor would be paired with the SLT member responsible for that area with whom they would meet and discuss progress towards the goals set out on the SDP and elsewhere. This would enable them to understand any issues in that area, and to ensure that the school was compliant with any statutory requirements. The Governor would act as a critical friend, asking questions to ensure the school provides the best possible experience for all the young people involved. For Safeguarding, there would also be an annual audit process, although this has not been carried out by BCC this year. The Curriculum Governor would be examining results to assess if the school was on track. However, in all roles an awareness of the context is critical, hence the benefit of establishing an active working relationship with the appropriate member of SLT.  ***Governor Question: Are there any differences for Link Governors given the particular nature of the school?***  Although there are none, Governors are always mindful that BHES students represent some of the most vulnerable in Bristol, and that adaptations may be required depending on which of the four settings is being considered.  Expressions of interest were invited from Governors regarding the Link roles, with the exception of Safeguarding, which was felt to represent too great an overlap with SP’s professional commitments. However, it was felt that Health and Safety was an area that would particularly benefit from staff insight, and it was made clear that should SP take on this role she should feel free to bring matters to the MC without feeling compromised in any way.  In addition, concerns were raised that XR might feel pigeonholed as Finance Governor, but those with experience in this area offered reassurance that it presented significantly different challenges. The following responsibilities were decided by mutual consent and dedicated e mail addresses were issued:   |  |  |  |  | | --- | --- | --- | --- | | **Governor** | **Role/ Responsibility** | **E mail address** | **SLT Link** | | Philippa Scholar | Head | philippa.scholar@bristol-schools.uk |  | | Vicki Franklin | Chair | BHESChair@bristol-schools.uk |  | | James Ralston | Vice-Chair | BHESViceChair@bristol-schools.uk |  | | Jude Bramton | Safeguarding | BHESSafeguarding@bristol-schools.uk | GB | | Xavier Ribeiro | Finance | BHESFinance@bristol-schools.uk | PS/PV  (JR for handover) | | Mark Kennedy  (mark.kennedy@bristol.gov.uk) | SEND/PP | BHESSEND@bristol-schools.uk | PS | | Fiona Lawrence | Curriculum | BHESCurriculum@bristol-schools.uk | SA | | Sarah Prouse  (sarah.prouse@bristol-schools.uk) | Health and Safety | BHESHandS@bristol-schools.uk | PV |   **ACTION: KS to invite MK to take on the role of SEND/PP Governor.**  **ACTION: KS to arrange creation of a BHESViceChair e mail account.**  **ACTION: GB to clarify if the BHESSafeguarding e mail address was already in use.**  ***Governor Question: Was a separate e mail account necessary for the Staff Governor?***  Although the school e mail address was perfectly secure, it was felt that this would allow SP to compartmentalise her dual roles and would also make communication to and from external bodies more straightforward.  **ACTION: KS to update all records to reflect these changes.**  **ACTION: Governors to only use BHES e mail addresses for MC business from now on.**  **ACTION: KS to update Governor profiles on Governor Hub with new e mail addresses and inform Governors when this has been done.**  The strong position created by such an expanded Governor team was noted and all Governors were encouraged to look at resources on The Key to clarify the expectations of their role. Next term all Link Governors should meet with the relevant member of SLT and, similarly, VF and JR would meet to discuss their respective roles.  **ACTION: All Governors to use resources on The Key to reinforce their understanding of their role.**  **ACTION: All Link Governors to meet with the relevant member of SLT during T2.** |
| **3** | **Approval of minutes of the previous meeting and matters arising (KS)**  No separate review of the Actions Arising from the T6 meeting was undertaken but the minutes were accepted as an accurate record of that meeting.  Proposer: PS  Seconder: VF  Agreed unanimously.  **ACTION: JR to sign minutes of the T6 meeting on Governor Hub.**  Governor Induction Policy  A draft version based on a GDS template was brought to the attention of Governors. This was intended to streamline the process and ensure consistency. It was decided to follow the process outlined while the policies referenced were established (discussed later).  **ACTION: KS to send Governor Induction Policy to GB for formatting and publishing on the school website when references established.**  Policy protocol  All policies were now reviewed and available on the school website and GB was thanked for her extensive work on this. To simplify the process in the future, all changes to policies would now be summarised at the start of each. GB also shared her website compliance spreadsheet, however, it was noted that additional details (date of last review, review frequency, responsibility for approval, Link Governor and Link Staff member) were required for policies to be efficiently reviewed. It was recommended that only DfE documentation was used to establish these details. Furthermore, several documents required further investigation (for example, Scheme of Delegation and Governor Code of Conduct).  It was decided that policies would be published on the website as PDFs with Word versions stored on Governor Hub for Governors to use when reviewing. This would be done by the Link Governor who would then recommend them to the MC for approved. All Governors would still be welcome to read and contribute as well. Establishing this protocol promptly was encouraged so the process did not slip further behind, especially as it had historically been an area of weakness and Governors were eager to maintain compliancy.  **ACTION: GB and KS to create a suitable Policy Review spreadsheet.**  **ACTION: GB to ensure policies are available in Word format on Governor Hub.** |
| **4** | **Head’s Report (PS)**  Questions were invited from Governors regarding a report described as a pleasure to write.  ***Governor Question: Is this report required to follow a standard model?***  The format of the report can change each meeting so it can reflect the often rapidly unfolding developments at the school. It should act as a point of transmission, giving the MC a snapshot of the school at that point in time, but is always open to interrogation during the meeting. In addition, the school would welcome Governors to visit at any time.  As each member of SLT takes responsibility for different areas, the Head’s report was supplemented by presentations from these colleagues, which also enabled them to bring their individual perspectives to the information contained within it.  To enable staff to depart the order of the agenda was altered as follows below. |
| **9** | **SLT Reports**  Teaching and Learning (GM)  A variety of methods had been employed to complete the monitoring cycle last year and this had determined the current position of the school as well as indicating potential future directions. Acknowledging the strengths of the awesome teachers was the most important outcome, while themes to focus on for improvement across the service were also identified, along with explanatory rationales. These would feed into initiatives such as Inset days and it was hoped that changes would be noticed as a result of this intervention.  ***Governor Question: Sequencing was highlighted as needing strengthening, but was this referring to linking learning objectives for particular students?***  All students’ learning should fit together in a natural and obvious way, as making explicit links has been demonstrated to lead to breakthroughs and enormous progress. In addition, outstanding work has been observed from lessons where the learning objectives do link in a sequential fashion.  ***Governor Question: Sequencing is obvious when students follow a linear programme, but how clear is it when students are attending sporadically?***  One characteristic of the school is the flexibility of the teachers and their ability to adapt. This can encompass providing standalone lessons as a break from the student’s usual context to filling gaps in students’ learning, as appropriate to each individual situation. Even if backfilling learning gaps is required, the teachers can achieve this while the remainder of the class continue to progress as well. This has been observed, but is possibly not specifically documented.  ***Governor Question: How does the teacher determine what is required in each circumstance?***  This is something done so routinely by staff that it is hard to articulate. Information from referrals will be one input used but it was agreed that this was a very valuable skill and therefore would be worth acknowledging with an overarching statement.  Governors emphasised that this huge challenge was frequently overlooked and demonstrated the unique skills required of BHES teachers because they were constantly addressing huge disparities in attendance. They wished to communicate to staff that it was something to celebrate.  ***Governor Question: Do teachers from one setting have the opportunity to observe others in different settings?***  This was not yet happening, however, a skills sharing initiative had just been launched so it was high on the agenda. The excellence of BHES teachers was recognised and the aim was to facilitate the sharing of good practice. In order to achieve this, SLT were providing cover and this brought the additional benefit of these staff members experiencing first-hand the issues other staff encountered.  ***Governor Question: When teachers are described as providing context prior to an observation, which element of the lesson does the context refer to?***  This had not been a prescribed requirement of an observation so was something proactively supplied by teachers and refers to the learners being observed because there may be very specific needs which explain otherwise unexpected aspects of the lesson.  ***Governor Question: Would this elaborate on the teaching methods employed or the students’ backstory?***  It would explain why the teacher had decided to deliver the material in that particular way for those specific students.  ***Governor Question: Do teachers give this context before or after the observation has occurred?***  As many were providing it after the observation and it proved so beneficial to the observer, it was decided to ask for it to be specified beforehand.  ***Governor Question: The report refers to updating the marking policy to better reflect the needs of the students. What is the relationship between students’ needs and the feedback given?***  Marking should facilitate progress and any feedback which does not is merely adding a burden onto teachers. Therefore, it was wished to extend the policy to encompass the variety of teaching activities employed and because some students’ needs were so complex that the feedback needed unconventional differentiating to be appropriate.  ***Governor Question: Was permission from students sought prior to photos being taken of their work?***  This was not done routinely, but was felt to be a valid question.  ***Governor Question: Should this be done?***  It was recommended to verbally mention to students that it was being done and could be added to the permission forms completed for other types of photography. Permission was already sought from students when such images were then displayed within the school or on its Instagram account.  ***Governor Question: If so, would backfilling be necessary for current students?***  This was not a Safeguarding issue as no identification of any individuals was possible but SLT would give the issue further consideration.  ***Governor Question: Was plagiarism by photography ever an issue?***  As most teaching, even in group settings, is on a one to one basis, this does not arise.  Safeguarding and Attendance (GM)  A free trial from CPOMS allowing schools to link to BHES has been positive, with the set up time appearing a wise investment. It has allowed the immediate sharing of data both ways, with only one academy chain raising questions regarding the service. The only caveat for the free trial was the need to provide feedback afterwards. The schools involved were seeing benefits as well and the initiative was allowing BHES to follow up attendance so schools could become more accountable and take on some of the administrative burden. It had also been advertised at both the schools’ and Heads’ networks. However, it had highlighted instances of poor communication within schools as well. |
| **8** | **Feedback on Summer Exams and progress to date (SA)**  The report was based on the June 2022 GCSE exam results and it was explained that, due to lost teaching time and student ill health, the grades obtained by BHES students were usually lower than the national average and therefore the school focused on comparing results with those achieved in previous sittings. However, this summer’s exams were the first following several years of grades being based on teacher assessment. This year, 59% of GCSEs sat by BHES students were marked at 4 (C) and above, which represented a 2% increase, whereas the national average showed a drop of 4%.  ***Governor Question: Did this indicate that teachers had been cautious in their previous assessments?***  Teachers were mindful of the enormous variance within the BHES intake. Last year the cohort had included academically strong students whose mental health had been severely impacted by the pandemic but many of those students, even those who joined at Christmas of Year 11, were still able to enter and do well enough to move on to A Levels at college.  In schools, the teachers would have had longer with the students and would therefore be able to assess their potential more securely. However, there could have been instances of teachers overcompensating for the impact of student absences when predicting grades.  The pandemic appeared to have had less of an impact on the achievements of the BHES students, possibly because they would have had considerable time away from education regardless. In addition, BHES had been able to immediately switch to online teaching, whereas other schools took time to put this into action. When online, the teaching at BHES was largely one to one and the students responded well to the format. The national reduction in content also benefitted BHES students because this helped compensate for the gaps in their learning. However, the enormous efforts put in by staff should still very much be recognised.  In addition, it was highlighted that the BHES staff were experts in dealing with the types of emotional issues which students at mainstream schools were now starting to present as well.  VF had wanted to write to all staff regarding this and apologised for the delay but will now use these details to do so now.  **ACTION: VF to write to staff to acknowledge their work during the pandemic and the exam successes achieved.**  ***Governor Question: In many settings some aspects of working online were found to be very positive. Had any been identified at BHES and, if so, were there plans to continue with this style of working?***  For BHES students, the emotional and social learning was as important as academic, especially to prepare students to succeed at college, and it was hard to move forward in these areas when teaching online. Therefore, the school would maintain online teaching as a backup method, for instance, if a staff member had to isolate due to illness, but, in general, online teaching was being reduced no more than one lesson out of four or five per subject per week. The creativity it had unlocked was definitely still feeding into planning and curriculum delivery, and the technique was also useful when differentiation within a class was required.  SA, GB and GM left the meeting at this point. |
| **5** | **Finance (PV)**  The in year deficit had reduced due to additional income to £279, 673 (two hundred and seventy nine thousand, six hundred and seventy three pounds) and the surplus balance was £272, 558 (two hundred and seventy two thousand, five hundred and fifty eight pounds), however, this was expected to change over the remainder of the year.  Invoices to schools had raised £140, 000 (one hundred and forty thousand pounds), which had contributed to the reduced deficit.  The cost of living pay increases had yet to be agreed by all three unions but the current figures would represent a 5% increase for teachers and a lump sum for other staff members. This had already been incorporated into the budget.  The additional charge to schools was still being agreed with the LA, but could represent income of £750, 000 (seven hundred and fifty thousand pounds) per year from April 2023 if introduced.  An increase of £145, 865 (one hundred and forty five thousand, eight hundred and sixty five pounds) is estimated to arise from charges to other schools for EHCPs out of county etc.  ***Governor Question: What has driven this change?***  There was greater pressure on schools to begin EHCPs before students moved to BHES and so BHES can charge the LA as soon as the student arrives. This means that while the provision arranged and teaching hours have remained constant, these are now being paid for. Natasha Spence had been instrumental in facilitating this payment, but it has been a team effort.  Work would now continue on further digitisation.  It was envisaged that savings on gas and electricity would be possible as the amount charged by Ventures Trust had been queried.  ***Governor Question: Can the two institutions be billed separately?***  Due to historic complications and shared meters this was not seen to be a simple matter. A breakdown to explain the amount charged to BHES had been requested.  **ACTION: PV to share breakdown of gas and electricity billing with XR.**  ***Governor Question: How much had been allowed for these in the budget?***  £34, 000 (thirty four thousand pounds).  ***Governor Question: Was this believed to be a fair figure?***  This was believed to be reasonable, especially due to the favourable position regarding rent enjoyed by the school.  ***Governor Question: Does the school pay a site manager?***  It now employs its own caretaker and £37, 000 (thirty seven thousand pounds) was being held in reserve should back payments be required.  ***Governor Question: Were there any provisos for payment of rent, or any equivalent agreements in place?***  None were known.  ***Governor Question: Therefore, could the school be given immediate notice to vacate?***  This was believed to be the case, however, the school felt reasonably secure being a maintained school and the site being owned by BCC but leased to the Ventures Trust.  ***Governor Question: Had the school endeavoured to investigate further?***  This had met with extremely delayed responses and so the issue was deemed to be of low priority.  ***Governor Question: What was the situation regarding cleaning provision?***  The school was not currently being charged by BCC, however, £42, 000 (forty two thousand pounds) was set aside in the budget should payment be required.  ***Governor Question: Was there any liability because the school knew it was not being charged for these services?***  Invoices had been promised when the issue arose at meetings, hence the funds being set aside in the budget.  ***Governor Question: Had all Heads agreed to the additional charge proposed?***  Currently, there was no charge made to schools in the county and so a flat fee of £25 (twenty five pounds) per day was being proposed. It was hoped this would be agreed as schools were receiving funding for these students, as well as PP funding in some cases. The fee had been proposed after funding provided by the LA to the school had remained static for eight years and was not linked to student numbers. This was in spite of the question of how the school should set a budget without taking student numbers and their needs into consideration was raised directly with the Director of Education. It was hoped that a meeting with them could be arranged to discuss this further.  ***Governor Question: How would the charge impact EHCP funding?***  This was separate and so would not be affected.  ***Governor Question: As a £25 per day fee had been being debated for some time, was this figure still sufficient?***  As the school received funding from numerous sources, the most beneficial position was sometimes counterintuitive and this was believed to be the case here. However, when the rising cost of living and increasing staff costs were highlighted it was suggested that factoring in inflation would make the policy more robust in the long term. Linking the figure to CPI or another, more appropriate, funding model rather than being set as a static figure was agreed to be a good idea.  Audit report  The school was given an overall rating of Reasonable, which is the second highest category. There were some points for the MC to address, and a timeline for doing so was given. In particular, an MC member was required to audit the School Fund.  ***Governor Question: Was it recommended that this work was undertaken by an internal, rather than external, professional****?*  This was deemed perfectly acceptable.  ***Governor Question: Was a template for carrying out such an audit available?***  **ACTION: PV to investigate potential templates for School Fund audit.**  ***Governor Question: What was involved in such an audit?***  The mandates for access and spending limits should be checked, as well as a review of statements undertaken.  **ACTION: JR and XR to liaise regarding auditing the School Fund.**  As the other point raised referred to quoracy at a particular meeting, this was less of a current issue.  VF had undertaken finance training to counteract personal concerns regarding lack of experience in this area and, although not all elements had been directly relevant to the setting, it was suggested that similar training was arranged for all Governors to increase their awareness.  **ACTION: VF to arrange finance training for Governors.**  The budget was agreed.  **ACTION: VF to sign budget and return to PV.**  PV left the meeting at this point. |
| **7** | **Industrial Action (VF)**  The admin team had made VF aware of potential industrial action. This had been discussed with PS and resulted from a dispute with BCC over inaccuracies when calculating staff pensions. While outside experts had been consulted, which represented some progress, the errors still remain after two and a half years. VF was supportive of staff taking the action they felt necessary but all involved were conscious of the huge impact this would have on students. The number of days has been reduced but the decision had been made that given the vulnerability of students, the school would remain open, even if this resulted in just SLT supervising students while they were in the building.  VF would keep Governors updated of any further developments.  **ACTION: VF to update Governors on any developments regarding industrial action.**  ***Governor Question: Would SLT be capable of maintain the necessary staff to student ratios?***  This could be done.  ***Governor Question: What benefits had involvement of the external company brought?***  The company did not have the power to enforce BCC to act and their role had been more to provide a second opinion. |
| **12** | **AOB and Close**  It was acknowledged that not all business on the agenda had been concluded, however, it was felt that the most pressing matters had been discussed and the remainder could be carried over to the T2 MC meeting, where appropriate.  **ACTION: KS to carry unfinished business from the T1 MC meeting to the T2 MC meeting.** |
|  | Meeting closed at 7.00 pm. |

Signed as a true record: Date:

Chair of Governors,

Vicki Franklin

**DECISIONS GRID**

|  |  |  |
| --- | --- | --- |
| **AGENDA NUMBER** | **AGENDA ITEM** | **DECISION** |
| 1 | Welcome | Apologies accepted |
| 2 | Elections | VF elected as Chair |
| 2 | Elections | JR elected as Vice-Chair |
| 2 | Elections | JB and XR elected as Governors |
| 2 | Elections | Link Governors appointed |
| 3 | Approval of minutes of the previous meeting and matters arising | The minutes were accepted as an accurate record of the previous meeting |
| 3 | Approval of minutes of the previous meeting and matters arising | Policy review protocol established |
| 5 | Finance | Change of wording regarding additional fee to be considered |
| 5 | Finance | MC member to audit School Fund |
| 12 | AOB and close | Unfinished business to be carried over to the T2 MC meeting |