**Bristol Hospital Education Service**

Meeting of the Management Committee

Held in person at Falkland Road

**Term 3, Wednesday 25th January 2023, 5.30pm**

**Final MINUTES OF MEETING**

*Overall Objective of the Meeting:* *Mid-year review and Head’s appointment process*

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| **Governors Present**  Vicki Franklin, Chair  James Ralston  Xavier Ribeiro  Philippa Scholar, Headteacher (from Item 2 – 1735)  Dan White (from Item 2 – 1730) | **In Attendance** (non-voting)  Sylvia Aldrich (from Item 2 – 1735 until Item 8 - 1850)  Sian Rees (from Item 2 – 1730 until Item 5 - 1810)  Keira Stobie, Clerk  Patricia Varano, Burser (from Item 2 – 1730 until Item 6 – 1830)  Quorum = 4 (prior to election of DW)  Quorum = 5 (following election of DW) | **Apologies**  Gwen Bennion  Jude Bramton  Mark Kennedy  Fiona Lawrence  Sarah Prouse |

**ACTIONS GRID from this meeting**

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| **AGENDA NUMBER** | **AGENDA ITEM** | **ACTION** | **RESPONSIBLE PERSON** |
| 2 | Welcome | VF to contact MK | VF |
| 3 | Elections | KS to begin induction process for DW | KS |
| 3 | Elections | KS to update records to reflect the appointment of DW | KS |
| 4 | Presentation by Dr. Sian Rees | SR to e mail Powerpoint presentation to KS | SR |
| 4 | Presentation by Dr. Sian Rees | KS to publish SR Powerpoint presentation on Governor Hub | KS |
| 5 | Financial Update | PV to produce analysis of financial impact and justification of increased fees | PV |
| 6 | Head’s Report | PS to ensure reports can be digitally displayed at future meetings | PS |
| 8 | SDP | Link Governors to discuss SDP with relevant SLT staff and communicate their input via reports for the T4 MC meeting | Link Governors |
| 9 | Clerk’s Business | VF to contact VF/FL/MK/SP with reminders to complete Self-Certification process by T4 MC meeting | VF |
| 9 | Clerk’s Business | KS to establish if any charge would be incurred to change the name of an existing Governor e mail account | KS |
| 9 | Clerk’s Business | KS to initiate creation of Governor e mail account for DW | KS |
| 9 | Clerk’s Business | KS to inform all Governors of e mail address for DW | KS |
| 9 | Clerk’s Business | DW to discuss with VF possible areas of interest as a Governor | DW |
| 9 | Clerk’s Business | VF to sign final minutes of both parts of the T2 meeting on Governor Hub | VF |
| 9 | Clerk’s Business | PS/GB to e mail KS completed Policy Review Spreadsheet | PS/GB |
| 9 | Clerk’s Business | KS to request change from Teacher in Charge to Headteacher | KS |
| 9 | Clerk’s Business | PS to discuss with staff if an additional Staff Governor from a different setting would be beneficial | PS |

**Feedback on actions from T2 2022 - 2023 Meeting**

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| **AGENDA NUMBER** | **AGENDA ITEM** | **ACTION** | **RESPONSIBLE PERSON** |
| 2 | Welcome | KS to contact prospective new Governor | KS |
| 2 | Welcome | JB and MK to send KS details of issues with Self-Certification | JB/MK |
| 2 | Welcome | MC to set a date and decide on participants for the Headteacher Performance Review Panel | Management Committee |
| 2 | Welcome | GB to continue Parent Governor recruitment and document steps taken each term | GB |
| 4 | Approval of minutes of the previous meeting and matters arising | VF to sign minutes of the T1 meeting on Governor Hub | VF |
| 4 | Approval of minutes of the previous meeting and matters arising | VF and KS to complete Policy Review Spreadsheet | VF/KS |
| 4 | Approval of minutes of the previous meeting and matters arising | PS to bring School Charter documentation to T3 MC meeting | PS |
| 4 | Approval of minutes of the previous meeting and matters arising | KS to invite Sian Rees to the T3 MC meeting | KS |
| 6 | SLT Reports | AL and MK to meet to discuss SEND issues further | AL/MK |
| 7 | Link Governor Reports | PS to pass positive feedback from Governors to GB and SLT team | PS |

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| **Item** | **Final Minutes of Meeting** |
| **1** | **Head’s Post – CONFIDENTIAL** |
| **2** | **Welcome (VF)**  All present introduced themselves. DW outlined his experience as CEO of the Bristol Robins Foundation and a pre-school Governor.  Apologies  These had been received from GB, JB, FL and SP and were accepted. Contact with MK would be pursued as apologies sent could not be accepted.  **ACTION: VF to contact MK.**  The meeting was quorate. |
| **3** | **Elections (VF/KS)**  Apologies were given for the delays experienced due to interrupted communications, but it was emphasised that the aims of DW’s work were excellently aligned with those of the school and, as there were no further questions, a vote was taken to appoint DW as a Governor.  Proposer: VF  Seconder: XR  Agreed unanimously.  **ACTION: KS to begin induction process for DW.**  **ACTION: KS to update records to reflect the appointment of DW.** |
| **4** | **Presentation by Dr. Sian Rees (SR)**  VF explained that SR had written to the MC with positive views regarding recent changes at BHES and thanks were extended to her for communicating this feedback.  SR outlined her role as an Additional Needs Assessment and Intervention Lead and a Highly Specialised Teacher for Pupils with Neurological Difficulties. She explained the rationale behind these assessments, and the format they took at BHES. This included assessment fortnights held three times during the academic year. At each point, maths and spelling would be looked at, with handwriting also assessed once. If necessary, this could also lead to a further typing assessment. Additional assessments outside of these periods could also be arranged for new pupils where there would be considerable time before the next block of assessment.  As a result of the most recent investigations, it was noted that some pupils were now exceeding expectations and queries over grouping and/or exam entry levels had been fed back through team meetings.  In maths, place value remained a major issue and represented the results of some students being too anxious to learn, as this was a KS1 topic still not being grasped by Yr 11. These conclusions had contributed to the numeracy intervention programme (NIP) run at BHES.  For the handwriting task, pupils were asked to write about themselves, which had been a highly revealing exercise in some cases. The fact that the current Yr 11 pupils had shown marked improvements on their Yr 10 scores has proved reassuring for the current Yr 10 cohort.  As well as being discussed and acted upon within BHES, this data was also recorded on CPOMS and could, for instance, be shared with the colleges students moved on to. This analysis also revealed that some highly functioning pupils may have been masking issues preventing them accessing learning for a considerable amount of time and when this has been explained to them a visible burden lifts, allowing progress to be made.  *Governor Question: Why were assessments carried out in Yr 11?*  Many pupils join the service in Yr 11 and, due to the proximity of external assessments, these pupils are prioritised after a three week period of settling in. A different assessment regime is carried out at KS3.  *Governor Question: What would trigger the involvement of SR?*  PS gave examples from her extensive experience of the different signs that could indicate an underlying issue, all of which were logged and accumulatively indicated that an assessment would be beneficial, especially when tutors were often limited by time or logistics. It could be highlighted by staff as insurmountable barriers to learning, or was identified when members of SLT observed classes without simultaneously trying to deliver a lesson.  The data obtained from these assessments allowed appropriate Access Arrangements to be made for students sitting exams. This required extensive documentary evidence and could allow 25% extra time, special pens, coloured overlays, enlarged font exam papers or a soft chair, as long as it could be shown this was the student’s normal way of working in the classroom.  In response to the large number of students demonstrating a neurological issue, SR had used her specialist knowledge to create a tailored Numeracy Intervention Programme (NIP) and complementary Literacy Intervention Programme (LIP). Staff coaching had been given, resulting in changes to teaching practice.  LIP had been continued as soon as teaching resumed after lockdown, however, there had been delays in restarting NIP and the rate of progress has not been comparable since. Therefore, a specialist teacher has been engaged to start in March.  *Governor Question: Are NIP and LIP delivered across the service or only to specific pupils?*  These interventions are only required by certain pupils and therefore criteria are set to identify those who would benefit. Initially, there was a strict limit on numbers and therefore the criteria were high, but these have since been relaxed as capacity has grown.  *Governor Question: What type of skills were pupils lacking?*  Attention, concentration, memory, language, social, linking of ideas, reasoning, orientation, organisation and sequencing, all of which were interlinked and could be identified through the assessment routine. However, these were exacerbated by absence, medical issues, gaps in prior learning or poor family dynamics and therefore the curriculum is tailored to support as required.  SR was sincerely thanked for her thought provoking presentation that had greatly increased Governors’ understanding of this important area.  **ACTION: SR to e mail Powerpoint presentation to KS.**  **ACTION: KS to publish SR Powerpoint presentation on Governor Hub.**  At this point SR left the meeting. |
| **5** | **Financial update (PV)**  The Q3 Return showed an In Year Deficit of £116, 307 (one hundred and sixteen thousand three hundred and seven pounds) leading to an overall surplus of £435, 926 (four hundred and thirty five thousand nine hundred and twenty six pounds). The main change had been in income, following an increase of £80, 664 (eighty thousand six hundred and sixty six pounds) to the SEN Top Up Funding. This had been based on the December SEN statement and thanks were extended to all those involved in securing this, including PS, PV, AL, Haley Aldridge and Natasha Spence at BCC.  *Governor Question: What was the reason behind the increase?*  A new, more rigorous and traceable system had been introduced to capture the funding that each student was allocated. The provision of a specific staff member at BCC had been crucial for implementing this. It was not an isolated catch up lump sum but did partially reflect an increase in charges from 10/19/22.  *Governor Question: Were any back payments also part of this increase?*  Future funding would not be of this level because some back payments had been included this year. However, the number of students continues to increase and so a higher level than had previously been received was still expected in the future.  *Governor Question: There are more Yr 11 students single registered with BHES from January than usual. Why is this?*  The registration process has been simplified and, since schools have historically always wanted to send more students, this has assisted them doing so. It was felt that this outweighed any increase due to the impact of the pandemic on students, however, the picture will be clearer in subsequent years. There is still further streamlining of the process envisaged and therefore the service expects to see consistently higher numbers from now on.  Staffing costs had risen due to increased TLR points and additional hours being required, however, expenditure on external supply staff had decreased as more staff had become permanent BHES employees. Caretaking and cleaning costs had reduced as it was no longer felt necessary to allow for potential back payment claims. Invoices for both had started from April 2022. Savings had also been made on learning resources and exam fees, and it was hoped that the actual amounts required for energy payments will be less than the high estimates included in the budget.  The process of the LA agreeing for additional income to be charged to schools has continued. It has been proposed to increase the amounts suggested as follows:  Inclusion: £25 (twenty five pounds) to £35 (thirty five pounds) per hour  Teachers: £55 (fifty five pounds) to £75 (seventy five pounds) per hour  This would be for any commissioned teaching, whether 1 to 1 or for students in receipt of EHCP payments. The charge for out of county students is suggested to increase from £25 (twenty five pounds) to £35 (thirty five pounds) per day due to an increase in the governmental funding schools have received.  *Governor Question: What is the justification for these increases?*  BHES has not increased its fees in 12 years and these remain significantly lower than those charged by other alternative provisions. It must be remembered that teachers’ salaries have increased and also, due to the travel required, 90 minutes must be allowed for every 60 mins of teaching. The fact that the service is currently running at a deficit also indicates an increase is necessary.  *Governor Question: Could some numerical analysis be produced, comparing the suggested increases against the increases in AWPU seen over the same period of time?*  It would be possible, although it was doubted that such questions would be asked as the difference between the fees charged by BHES and alternative providers would still be significant.  **ACTION: PV to produce analysis of financial impact and justification of increased fees.**  *Governor Question: Could this have implications on pupil referrals?*  Pupils can only be referred on health, not financial, grounds and the funding is paid directly to BHES so no school is disadvantaged by this. In addition, only a small number of private and out of county schools are involved.  To date, no school had raised any questions regarding this. As a formal resumption of charging AWPU was only just about to start in Bristol this increase would not affect Bristol schools as they were not currently paying any fees at all.  The agreement by Heads to the additional income charge of £25 (twenty five pounds) per day remained outstanding, although BHES still hopes the necessary proceedings can be completed in time for it to begin from 1st April 2024.  *Governor Question: What is the next action regarding this?*  As it remains uncertain who will be taking over when the acting Head of Service steps down, this will have to be paused until staff can establish links with the new post holder.  *Governor Question: If BHES begins to accrue a surplus, how will these funds be distributed?*  Any excess will be returned to the SEN high funds block.  *Governor Question: Could this be retained for longer term projects?*  It must be spent on students as opposed to capital projects.  Arrangements had been made by PV and XR to audit the school fund towards the end of the financial year (31st March 2023).  Thanks were extended to PS, PV and SS for their continued work in this important area and the budget was agreed for submission to the LA.  PV left the meeting at this point. |
| **6** | **Head’s Report (PS)**  It was noted that this covered the proposed industrial action and further questions were invited.  *Governor Question: A potential change of approach is mentioned for Riverside. What was the trigger for this?*  Riverside is a medical setting, catering for a maximum of eight students and, at most, students would be offered 2 hrs of 1 to 1 tuition each day, but this could be cancelled to accommodate treatment etc. In order to increase access to education and to integrate the educational offer into the daily life of the unit a change to group based learning was proposed, with unit staff involved as classroom assistants so they could spend more time with students. This would also better prepare students for moving onto college as well. The idea has been received positively and it will be interesting to see how it works out in the future.  *Governor Question: Is BHES looking at increasing group based learning across the board?*  The suitability of students for group based learning is considered every week as standard as there is an underlying aspiration to always increase this where possible. However, moving a student on prematurely can result in them disengaging from the service completely and therefore there needs to be a managed transition at the right point. In addition, 1 to 1 learning seems inexplicably more successful when it takes place in a student’s home and it must be remembered that students at Riverside are physically rather than psychologically ill.  To students, college is a different environment to school and therefore many feel they can manage this whereas attending school would have been impossible for them. The links BHES has cultivated with local colleges also contribute to this.  In addition, there is now a 1 to 1 base at the Falkland Road site, which can offer a first step back to education for students.  **ACTION: PS to ensure reports can be digitally displayed at future meetings.** |
| **7** | **Discussion of Link Governor Reports**  These were all available on Governor Hub and had largely been incorporated into earlier items. In particular, thanks were extended to SA for preparing her report under challenging circumstances and GB for the exemplary Safeguarding practices noted.  *Governor Question: How were students receiving 1 to 1 provision performing compared with peers in group lessons?*  The aim was always to move students into classes as soon as possible, the huge benefits seen to those who manage making it worth trying even if the success rate was low. Therefore, 1 to 1 provision acted as a safety net for those who could not rapidly make the transition. Nationally, there are huge attendance issues with levels not returning to those seen before the pandemic. This is thought to be partially because the pandemic has challenged the assumption that attendance is compulsory and absence has serious consequences and so work is being done to re-establish this habit. Even poor attendance still represents progress for some students though and SLT will continue to monitor this area closely.  SA left the meeting at this point. |
| **8** | **SDP (PS)**  Governors commented favourably on this and noted that progress could clearly be tracked. They recognised the need for Link Governors to complete sections relevant to them and requested that staff also updated where necessary.  Thanks were expressed for the excellent work this represented.  **ACTION: Link Governors to discuss SDP with relevant SLT staff and communicate their input via reports for the T4 MC meeting.** |
| **9** | **Clerk’s Business (KS)**  Declaration of Pecuniary Interests  None were made.  Self-Certification process  Governors were thanked for undertaking this and FL, MK, SP and VF (Section 3 only) were reminded these remained outstanding.  **ACTION: VF to contact VF/FL/MK/SP with reminders to complete Self-Certification process by T4 MC meeting.**  Governor e mails  Governors were reminded to check these regularly and to use them to conduct all Governor business.  **ACTION: KS to establish if any charge would be incurred to change the name of an existing Governor e mail account.**  **ACTION: KS to initiate creation of Governor e mail account for DW.**  **ACTION: KS to inform all Governors of e mail address for DW.**  **ACTION: DW to discuss with VF possible areas of interest as a Governor.**  Training  None reported.  Approval of minutes from the previous meeting and matters arising  Actions Arising from the T2 meeting were reviewed (see grid at start of document) and the minutes were accepted as an accurate record of the that meeting.  Proposer: VF  Seconder: XR  Agreed unanimously.  **ACTION: VF to sign final minutes of both parts of the T2 meeting on Governor Hub.**  Headteacher Performance review Panel  VF and FL had arranged this for early February 2023.  Parent Governor Recruitment  GB reported an item was now pinned to the top of the BHES Facebook page.  Policy Review Spreadsheet  Staff members and Link Governors have been allocated and PS and GB would now look at evenly distributing review dates throughout the academic year.  **ACTION: PS/GB to e mail KS completed Policy Review Spreadsheet.**  School Charter  This was felt best left for the new Head to establish.  Admissions Policy  This was set by BCC and therefore BHES cannot make changes so no review was required.  Instruments of Governance  **ACTION: KS to request change from Teacher in Charge to Headteacher.**  **ACTION: PS to discuss with staff if an additional Staff Governor from a different setting would be beneficial.**  Governor Report Template  Template 3 was unanimously selected by Governors for future use. |
| **10** | **AOB and Close**  Thanks were extended to all for their input and work throughout the term. |
|  | Meeting closed at 7.05 pm. |

Signed as a true record: Date:

Chair of Governors,

Vicki Franklin

**DECISIONS GRID**

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| **AGENDA NUMBER** | **AGENDA ITEM** | **DECISION** |
| 2 | Welcome | Apologies accepted |
| 3 | Elections | DW elected as a Governor |
| 9 | Approval of previous minutes and matters arising | The minutes were accepted as an accurate account of the previous meeting |
| 9 | Approval of previous minutes and matters arising | Headteacher’s Performance Review panel has been set for early February 2023 |
| 4 | Approval of previous minutes and matters arising | School charter to be established by the new Head when in post |
| 4 | Approval of previous minutes and matters arising | No review of Admissions Policy required |
| 4 | Approval of previous minutes and matters arising | Template 3 selected for Link Governor Reports |