Bristol Hospital Education Service
Meeting of the Management Committee
Held in person at Falkland Road
Term 2, Wednesday 29th November 2023, 5.00pm

FINAL MINUTES OF MEETING

Overall Objective of the Meeting: Building on Strong Foundations

Governors Present	In Attendance (non-voting)	Apologies
Jude Bramton	Sylvia Aldrich (until 1805 – Item 2)	Sarah Prouse
Sean Lancastle	Keira Stobie, Clerk	
James Ralston		
David Sawyers		
Philippa Scholar, Headteacher		
Dan White (virtual)	Quorum = 5	
Jacqueline Ward-Warren		

ACTIONS GRID from the T1 meeting

AGENDA NUMBER	AGENDA ITEM	ACTION	RESPONSIBLE PERSON
1	Welcome	All Governors to complete the annual Self-Certification process on Governor Hub.	ALL GOVERNORS
1	Welcome	KS to ensure the BHESGoverner e mail account is made dormant.	KS
2	Elections	PS to ensure half termly adverts for Parent Governors appear in the school newsletter.	PS
2	Elections	KS to send JR existing advert from Inspiring Governance.	KS
2	Elections	JR to update advert for Inspiring Governance.	JR
2	Elections	KS to include confirmation of Governors Roles and Responsibilities on the T2 MC meeting agenda.	KS
3	Finance	PV to send budget documentation to VF for agreement prior to electronic submittal.	PV
4	Building on Success	PS to invite Sue Coombes to be part of the Head's Appraisal process this year.	PS
4	Building on Success	PS and DW to liaise regarding arrangements for the Head's Appraisal process this year.	PS/DW
6	SLT and Link Governor Updates	PS to present a potential standard format for reporting student progress data at the T2 MC meeting.	PS
6	SLT and Link Governor Updates	Governors to create a work plan timetabling when each Link Governor would report.	ALL GOVERNORS
7	Policies	PS to communicate comments on the Feedback Policy to GM.	PS
7	Policies	SL and GM to meet prior to the T3 MC meeting.	SL/GM
7	Policies	KS to include the Governor Visits Policy as an item on the T2 MC meeting agenda.	KS

7	Policies	KS to feedback policy decisions to GB.	KS
7	Policies	GB to published updated policies.	GB
7	Policies	GB to update Policy Tracker Spreadsheet.	GB
8	Clerk's Business	KS to make Prevent Self-Assessment tool available on Governor Hub.	KS
8	Clerk's Business	Governors to feedback on Prevent Self-Assessment at the T2 MC meeting.	ALL GOVERNORS
8	Clerk's Business	PS to feedback on a new School Charter as part of the T3 MC meeting.	PS
8	Clerk's Business	PS to circulate an introduction template to Governors via KS.	PS
8	Clerk's Business	Governors to send completed introductions and photos to KS.	ALL GOVERNORS
9	Review of minutes from the previous meeting and matters arising	VF to sign final minutes of the T6 meeting on Governor Hub.	VF
10	AOB and Close	PS and DS to arrange to meet before the T2 MC meeting.	PS/DS

Item	FINAL Minutes of Meeting
1	**Welcome (JR)** Apologies were received and accepted from SP and the meeting was quorate throughout. **ACTION: KS to re-confirm meeting dates with XR.** Pecuniary Interests and Self-Certification No updates or changes were reported at this meeting and Governors were reminded to complete outstanding declarations and confirmations on Governor Hub. **ACTION: All Governors to complete the annual Self-Certification process on Governor Hub.** Training Courses undertaken: JB - Prevent training JR – Head's Reports JR - Role of the Link Governor In addition, it was noted that DS had recently become a Mental Health First Aider. Elections In order for DS to particate fully during the meeting, after a brief introduction for the benefit of Governors unable to attend the T1 meeting, his election to the MC was brought forward from Item 4. Proposed: JR Seconded: JB

Agreed unanimously.

This was followed by the election of DS to the role of Chair of the MC.
Proposed: JR
Seconded: SL
Agreed unanimously and DS was warmly welcomed to the MC as Chair.

Details of the Bristol Chairs' Network were shared, and DS was also encouraged to call on JR, PS and KS should support or guidance be required.

The possibility of visiting one or more of the sites, when work commitments allowed, was also raised.

ACTION: KS to update all records to reflect the election of DS to the MC as Chair.

3	**GCSE Data (SA)**

<u>Overall numbers</u>

Figures comparing the BHES cohort in T1 2022/2023 with that of T1 2023/2024 were felt to be the most relevant and were provided. These documented a 40% increase in the number of students enrolled for one to one tuition and, if this offer still involved 5 hrs teaching per week, would have represented more than 250 additional teaching hours. In addition, the number of students attending classes had also increased by close to 30%.

Governor Question: If all one to one provision was reduced to only 2 hrs teaching per student, where did the lack of capacity arise from?

The reduced one to one offer only applied to new students enrolled since September 2023, whereas all returning students in this category were continuing to receive 5 hrs tuition per week.

The data also highlighted the large number of students able to return to school, and the low numbers transferring between one to one tuition and class teaching. This was thought to result from the new fortnightly scrutiny and RAG rating of all aspects of student engagement and progress, enabling BHES to successfully place students according to their individual needs with much greater accuracy and earlier in their enrolment.

Furthermore, PS and AL had started supporting the initial assessment process to ease the pressure caused by carrying out up to 12 of these per week. The data showed that whereas 49 had been carried out this academic year, during the same timeframe in 2022/2023 only 17 had taken place. Less students had moved on this summer and anecdotal evidence suggested that new students are presenting with more complex needs. The school has had to adapt and become more patient, understanding that it is not uncommon for students to have been out of education for a year or more prior to enrolment and therefore require greater support.

Governor Question: Did targets for moving students to classes or back to schools exist?

These would not be appropriate for the BHES cohort due to the many factors involved, many of which were beyond the control of BHES.

Governor Question: Did the greater number of students returning after the summer represent a genuine increase, or was the higher figure the result of a larger cohort to begin with?

It was thought that both factors would contribute, but, because the increase was so considerable, it could not be due to purely to a higher intake alone.

Governor Question: Previously, at what point in their education had students tended to leave BHES?

This could be from any year group, although all those finishing Yr 11 would always be moving on.
Following the loss of these GCSE students, in June and July the school would routinely have about a third more teacher capacity available, but there was no such spare capacity during that time in 2023. In addition,

even after the recruitment of 8 new teachers in September (all full-time posts but 3 replacing retiring members of staff) the school was still stretched, with gaps in the provision of Maths and English particularly challenging to fill. This has meant that the subjects the school can offer new pupils now depends on what is available, rather than always including Maths and English. The advantage of this is that students can focus on subjects that they enjoy, which can ease their return to formal education.

Governor Question: What analysis of referrals does the school do to ensure it is preparing for the predicted increase in students with mental health needs, especially in light of national statistics reporting that there were 60% more young people between the ages of 6 and 16 with a mental health condition in 2023 than 2017?

Staff agreed they were recognising a greater number of students being referred with severe and complex anxiety disorders, and that specialist support was proving essential for progress to be made with some of the newer variations within this category. It had also been noted that those diagnosed prior to the pandemic had been more affected by it than members of the wider population

Intake data was available from 2009 onwards and could potentially be analysed, however, the impact of fluctuations in Bristol's population would also have to be factored in.

Governor Question: What action will the school take should these increases continue?

The case by case scrutiny of every referral would continue, with the school requesting clinical support where required. This expertise is an invaluable, but limited resource nationwide, particularly with a rising number of diagnoses. PS is actively campaigning through DfE and specialist groups, and the new Bristol Director of Education has been approached regarding financial support. She has been invited to visit and will hopefully take up this invitation shortly.

The school was aware that expansion to an additional building could become a necessity and were also seeking to locate resources within the community, which would have the additional benefit of reducing the amount of travel for students.

Governor Question: How close to capacity is the current building?

Theoretically, no maximum has been stipulated, yet it was felt that the building is already operating at above its capacity, with the school adapting to cope with this. Due to relatively low attendance (around 67%) and the judicious spread of classes over the time available, crunch points were being avoided, but Governors highlighted the stress this introduced for both staff and the fabric of the building and therefore offered to support any plans put forward to address this. Furthermore, the school also had to be mindful of the needs of its cohort, for example students with anxiety disorders requiring more space to thrive than their mainstream peers.

Governor Question: Was there any indication of mainstream schools becoming more equipped to cope independently with these student needs?

Unfortunately, mainstream schools were equally under resourced and needed more specialist SEND teachers, especially given the impact one student's unmet needs could have on an entire class.

Governor Question: Why was the school expected to continue expanding as it currently was?

It had a statutory requirement to provide education for all those who met its criteria, hence each referral was now being scrutinised more rigorously.

The Governors encouraged the school to try and determine a maximum capacity, as it was felt that this would be vital to support any application for additional resources or funding. The limits created through staffing rather than space were recognised as complicating the situation, and, as a continuous and cumulative issue this was considered of even greater concern than the constraints of classroom space.

GCSE Data
Attainment 8 was calculated by averaging the grades achieved in each of 8 GCSE subjects taken, including English and Maths, which were counted twice each.

2	Progress 8 was similarly calculated, but using the difference between predicted GCSE grades based on end of KS2 assessments and the actual grades attained. The lack of KS2 data for those assessed during the pandemic was creating nationwide issues with using this measure.

Students at BHES typically take far less subjects at GCSE and therefore their Attainment 8 and Progress 8 scores appeared very different to the national average. However, if the total of the grades obtained is averaged over 5 subjects for each student, a more representative measure is determined and this is on par with national results. This measure is reinforced by anecdotal evidence that while BHES students may be taking less exams, the grades they achieve in those they do take reflect the national picture, or exceed the average in English and Maths. The typical average for a BHES student is between 3.2 – 3.8 and staff would like to aim for 4.0 but feel pushing further to achieve this could jeopardise the mental health of some students. The more important metric was that 90% of BHES students go on to college, training or employment.

Governor Question: If the majority of students take Maths and English, and these subjects contribute twice each, is 5 the most appropriate number to use when calculating these measures?

In general, students were likely to take between 4 and 6 exams, so 5 was felt to be sufficiently accurate for these purposes. In addition, students only required the results of 5 GCSE exams to progress onto college.

Governor Question: How did the 2023 results compare with those from 2022?

As there is such variation between cohorts, comparisons of this nature do not tend to yield any informative patterns, although the general trends mirror national data. The seemingly better results obtained by students attending classes as opposed to those receiving one to one tuition were also thought to be connected to the nature of students' underlying issues rather than the teaching method employed, although those attending classes did receive more hours of teaching overall. There was typically greater variability within the one to one cohort, with those capable of independent study really excelling on this programme.

The new data analysis available allowed a variety of factors to be compared (e.g. gender, PP etc.) and this demonstrated no correlation between days on roll versus progress made since KS2. Attendance only appeared to impact on certain courses, such as those following a modular format.

Interestingly, whereas BHES results were below national averages in 2017, they were above it in 2023. This was thought to stem from the levelling effect of the pandemic, whereby all students were assessed after considerable time out of the classroom. BHES felt they coped especially well during this time, rapidly switching to on line teaching and reopening for in person sessions as early as possible.

Governor Question: What GCSE science is available to students?

The large volume of content within the syllabus for combined science makes this a challenging option given the limited teaching hours available and therefore it is generally only available in classes. Single sciences also allow students greater selectivity, with neurodivergent students tending to focus on physics and chemistry, and lower ability students often finding biology more accessible. The school also offered entry level qualifications in Maths, English and science, for which a grade 3 was almost relatable to a GCSE grade 1. For some students, being able to attain any certificate at all was extremely valuable and these qualifications were ideal in these circumstances.

ACTION: JB and SA to discuss potential analysis of historic intake data.
ACTION: SA and DW to explore GCSE data in greater depth as part of Link Governor meetings.
ACTION: PS to consider adding long term capacity planning and how Governors can support this as part of the SDP.

Thanks were extended to SA, who left the meeting at this point. |
| **2** | **Head's Report (PS)**

A verbal summary of the written report available on Governor Hub highlighted that with the appointment Heads of Department in key subjects, BHES was continuing to put in place middle tier management across the service and new written targets were being embedded as part of this plan. |

	ACTION: Staff and Governors to aim to submit reports on Governor Hub by the end of the Friday before the relevant MC meeting.
4	**Governor Recruitment (JR)**
	<u>Expressions of interest</u>
	Two enquires made via Inspiring Governance had been responded to, with no further communication being received.
	Governor Question: Could any skill gaps be identified within the Management Committee?
	Future Governors with experience within the fields of healthcare, mental health provision, secondary education, legal services or the public sector would be particularly welcomed, however, it was acknowledged that it was traditionally challenging to recruit from within these demanding areas.
	<u>Inspiring Governance advert</u>
	JR and PV were thanked for their work updating this and the Governors recognised that this would need reassessing regularly in the future.
	ACTION: KS to post updated advert on Inspiring Governance and notify Governors when available.
	ACTION: Governors to feedback to KS regarding updated Inspiring Governance advert.
	<u>Parent Governor Recruitment</u>
	This vacancy continued to be advertised termly via the school's social media channels, although it was noted that anyone currently involved with the school could be very familiar with a limited aspect of its services and therefore might find the strategic nature of the role additionally challenging.
5	**Link Governor Work Plan (JR)**
	With Link Governors now well aligned with appropriate members of SLT, it was felt that organising a regular reporting routine would be beneficial for all involved. However, it was noted while compiling the draft Work Plan circulated that GB was linked with multiple Governors and JW was currently holding three Link roles. Therefore, to streamline arrangements, JB agreed to take on the role of Link Governor for PP and CiC alongside Safeguarding. While there was a formal requirement for an annual CiC report, the only PP that BHES received came from these students, the rest being retained by other students' original schools, and so one report would cover both areas. Given that it would be useful to follow up on ongoing matters after the summer break, Safeguarding would be reported on at the T1 MC meeting, whereas the CiC/PP report would remain due T2.
	For all other Link Governors, it was agreed that reports should be submitted once every other term, so three times per year in total. These should ideally be posted in the appropriate Governor Hub folder by the end of the Friday before each term's MC meeting and Governors were reminded that a template for these was available on Governor Hub.
	As Chair, DS would not also hold a Link Governor role, but would be available to support the Head as required.
	Governor Question: Is a termly Safeguarding report statutory?
	This would need to be verified, although it was felt it would be good practice for it to be a standing item on the MC's agendas, even if not necessarily in the form of a Link Governor report. If all Safeguarding matters were highlighted in the Head's report, this would be an immense list, which the Governors were reassured reflected the low threshold for concern and the excellent culture of awareness within BHES. This meant that focusing on changing trends or learning points raised would be more beneficial.
	Furthermore, the Head would contact the Chair by phone should any critical incident arise, or a situation where there was any uncertainty how it should be managed. The Governors reinforced that they would also wish to be informed, when appropriate, and would similarly support however they could.
	ACTION: KS to clarify Safeguarding reporting requirements with GDS.

	ACTION: JR to share potential templates for the Head's report with PS.
	Thanks were extended to JR for this work clarifying Governor expectations.
6	**SLT and Link Governor Updates**
	Safeguarding (JB)
	There had been minimal outcomes following the BCC Safeguarding Audit, mainly due to the proactive monitoring led by GB. All feedback had been formulated into targets added to the SDP.
	More schools had been re-enrolling onto the CPOMs data sharing initiative and all staff had received Prevent training. The next step following this would be the discussion of Risk Assessments.
	Health and Safety (PS on behalf of SP)
	A walk through of the building had taken place, with the continued leaking roof the only point of particular note.
	Governor Question: Does being a staff member place limitations on the Health and Safety Link Governor role?
	The familiarity with the building could lead to issues being unintentionally overlooked, hence walk throughs with the site manager/caretaker also took place, but this might equally bring an additional awareness of more hidden problems.
	SP was also encouraged to call on any other Governor to accompany these walk throughs if required.
	CiC Report
	There were currently a higher number of CiC on roll than previously, and the complexity of their issues was also increasing. This is potentially linked to a greater sense of insecurity resulting from numerous, shorter-term placements becoming more common.
	The majority of these students were engaging and doing well, with actions in place to support all those where concerns had been raised.
7	**Policies (JR/PS/KS)**
	Lockdown Policy
	Staff had now received the necessary training and the next step was to begin incorporating this when fire drills were performed. A final version of this policy would be produced shortly, due to adaptations being required to respond to issues with locks.
	Governor Question: Rather than adapting the policy to fit the building, was there any way to make the changes needed to the locks?
	This was a matter PS was investigating with the owners of the building.
	Capability of Staff and Examination Contingency Plan Policies
	No changes had been made to these standard BCC policies, however, Governors decided to defer voting on approval to allow sufficient time for detailed examination.
	Governor Visits Policy
	Governors wished to examine this further to ensure it was fit for purpose.
	ACTION: SLT to upload policies for approval onto Governor Hub by the end of the Friday before the appropriate MC meeting.
	ACTION: KS to include the Lockdown, Capability of Staff, Examination Contingency Plan and Governor Visits Policies as items on the T3 MC meeting agenda.
	Governors also commented that while approved copies of policies were available on the school's website, it would be useful for them to have access to all reviewed or undergoing review policy documents, the policy tracker and the SDP. The possibility of creating a documents folder on Governor Hub was discussed, but it

was uncertain how to store live documents in this way. Once such logistics were overcome, the idea of adding a Lead Reviewer from within the MC to each policy would also be considered.

ACTION: PS and GB to discuss providing access to policies undergoing review, the policy tracker and SDP for Governors.

<mark>*Governor Question: How frequently are substantial changes made to the SDP?*</mark>
Criteria are largely fixed over a span of multiple years, with progress being regularly updated.

8	**Clerk's Business (KS)**
	<u>Governor Roles and Responsibilities</u>
	Amended to reflect the changes made under Item 5, this was agreed to be correct.
	ACTION: KS to publish updated Governor Roles and Responsibilities.
	<u>Website</u>
	It was explained that the data for the MC page required restoration, which was being undertaken by the developers.
	<u>Governor Code of Conduct</u>
	It was agreed that this would ideally sit within the new Documents folder, as well as being displayed on the MC page of the new school website.
	In order to become more familiar with the MC and recent actions, DS kindly volunteered to work with KS to streamline the documentation held on Governor Hub.
	ACTION: DS and KS to work on streamlining documentation held on Governor Hub.
9	**Review of minutes from the previous meeting and matters arising**
	The minutes were accepted as an accurate record of that meeting and the RAG rated actions can be found at the start of these minutes.
	Proposer: SL
	Seconder: PS
	Agreed unanimously.
	ACTION: JR to mark as signed final minutes of the T1 meeting on Governor Hub.
	<u>Governor Biographies and Photos</u>
	ACTION: All Governors to send KS introductory biographies and accompanying photos.
	ACTION: KS to include review of introductory biographies as an item on the T3 MC meeting agenda.
	<u>Prevent Self-Assessment tool</u>
	ACTION: JB and GB to discuss most appropriate use of Prevent Self-Assessment tool.
	<u>Head's Appraisal Process</u>
	JR and DW had met with PS and initial objectives had been set. These would now be discussed with DS, who would join the Appraisal Panel, and formally written up.
	ACTION: PS and DS to discuss objectives set as part of the Head's Appraisal process.
10	**AOB and Close**
	None were raised.

	Meeting closed at 7.05 pm.

Signed as a true record: Date:
Chair of Governors
James Ralston

DECISIONS GRID

AGENDA NUMBER	AGENDA ITEM	DECISION
1	Welcome	Apologies were accepted
1	Welcome	DS appointed as Governor
1	Welcome	DS appointed as Chair for 2023 - 2024
3	GCSE Data	PS to consider quantifying maximum capacity for the service
3	GCSE Data	PS to lead long term planning to address the service potentially reaching capacity and how the Governors can support this
2	Head's Report	All reports to be uploaded on Governor Hub by the end of the Friday prior to the relevant MC meeting
4	Governor Recruitment	Areas in which experience would be particularly welcomed identified
5	Link Governor Work Plan	JB to become Link Governor for CiC and PP
5	Link Governor Work Plan	Link Governors (other than Safeguarding, CiC and PP) to report alternate terms
7	Policies	All policies for Governor approval to be uploaded on Governor Hub by the end of the Friday prior to the relevant MC meeting
9	Review of minutes from the previous meeting and matters arising	Minutes from the previous meeting agreed without amendments

ACTIONS GRID from this meeting

AGENDA NUMBER	AGENDA ITEM	ACTION	RESPONSIBLE PERSON
1	Welcome	KS to re-confirm meeting dates with XR.	KS
1	Welcome	All Governors to complete the annual Self-Certification process on Governor Hub.	ALL GOVERNORS
1	Welcome	KS to update all records to reflect the election of DS to the MC as Chair.	KS
3	GCSE Data	JB and SA to discuss potential analysis of historic intake data.	JB/SA
3	GCSE Data	SA and DW to explore GCSE data in greater depth as part of Link Governor meetings.	SA/DW
3	GCSE Data	PS to consider adding long term capacity planning and how Governors can support this as part of the SDP.	PS
2	Head's Report	Staff and Governors to aim to submit reports on Governor Hub by the end of the Friday before the relevant MC meeting.	STAFF AND GOVERNORS
4	Governor Recruitment	KS to post updated advert on Inspiring Governance and notify Governors when available.	KS

4	Governor Recruitment	Governors to feedback to KS regarding updated Inspiring Governance advert.	ALL GOVERNORS
5	Link Governor Work Plan	KS to clarify Safeguarding reporting requirements with GDS.	KS
5	Link Governor Work Plan	JR to share potential templates for the Head's report with PS.	JR
7	Policies	SLT to upload policies for approval onto Governor Hub by the end of the Friday before the appropriate MC meeting.	SLT
7	Policies	KS to include the Lockdown, Capability of Staff, Examination Contingency Plan and Governor Visits Policies as items on the T3 MC meeting agenda.	KS
7	Policies	PS and GB to discuss providing access to policies undergoing review, the policy tracker and SDP for Governors.	PS/GB
8	Clerk's Business	KS to publish updated Governor Roles and Responsibilities.	KS
8	Clerk's Business	DS and KS to work on streamlining documentation held on Governor Hub.	DS/KS
9	Review of minutes from the previous meeting and matters arising	JR to mark as signed final minutes of the T1 meeting on Governor Hub.	JR
9	Review of minutes from the previous meeting and matters arising	All Governors to send KS introductory biographies and accompanying photos.	ALL GOVERNORS
9	Review of minutes from the previous meeting and matters arising	KS to include review of introductory biographies as an item on the T3 MC meeting agenda.	KS
9	Review of minutes from the previous meeting and matters arising	JB and GB to discuss most appropriate use of Prevent Self-Assessment tool.	JB/GB
9	Review of minutes from the previous meeting and matters arising	PS and DS to discuss objectives set as part of the Head's Appraisal process.	PS/DS