**Bristol Hospital Education Service**

Meeting of the Management Committee

Held in person at Falkland Road

**Term3, Wednesday 22nd January 2025, 5.05pm**

**Final MINUTES OF MEETING**

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| **Governors Present**  Sean Lancastle  David Sawyers, Chair (from 1740, Item 5)  Philippa Scholar, Headteacher  Jacqueline Ward-Warren (from 1715, Item 6)  Dan White  Samantha Williams | **In Attendance** (non-voting)  Sue McKenty, SBM (until 1800, Item 7)  Gareth Manson (until 1730, Item 9)  Keira Stobie, Clerk  Quorum = 5 (half in post) | **Apologies**  Jude Bramton (Maternity Leave)  Amanda Parsons  James Ralston |

**ACTIONS GRID from the 2024 – 2025 T2 Meeting**

***Reviewed under Item 2***

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| **AGENDA NUMBER** | **AGENDA ITEM** | **ACTION** | **RESPONSIBLE PERSON** |
| 2 | Review of minutes from the previous meeting and matters arising | DS to mark as signed the final minutes of the T1 MC meeting on Governor Hub. | DS |
| 3 | Objective setting/ SDP review | PS to present Post-16 student destination data to Governors as part of the T3 MC meeting. | PS |
| 3 | Objective setting/ SDP review | GB to include student engagement data within the termly Head’s Report. | GB |
| 3 | Objective setting/ SDP review | KS to include a review of the SDP on the agenda for the T2, T4 and T6 MC meetings. | KS |
| 4 | Head’s Report | GB to circulate the Student Values statement to Governors. | GB |
| 5 | Financial update | PS to provide a financial update at the T3 MC meeting. | PS |
| 6 | Link Governor Work Plan and Reports | SW to submit written version of verbal Careers Link Governor Report to the T2 MC meeting folder on Governor Hub. | SW |
| 6 | Link Governor Work Plan and Reports | SW to follow up documentation of Legionnaires testing with the building landlord. | SW |
| 7 | Policies | KS to remove direction to the Service’s website for policy review documentation. | KS |
| 7 | Policies | GB to bring the Complaints Policy to the T3 MC meeting following incorporation of Governor feedback. | GB |
| 7 | Policies | GB to bring the Charging Policy to the T3 MC meeting following modification. | GB |
| 7 | Policies | GB to bring the Teachers Appraisal Policy to the T3 MC meeting following completion. | GB |
| 7 | Policies | GB to bring the Governors Code of Conduct to the T3 MC meeting following clarification of definitions. | GB |
| 7 | Policies | GB to bring the Freedom of Information Publication Scheme and Data Protection Policy to the T3 MC meeting following clarification regarding access. | GB |
| 7 | Policies | KS to investigate updating the title of the Governor Hub page for the Service. | KS |
| 8 | Clerk’s Business | All Governors to complete the annual Self-Certification process. | ALL GOVERNORS |
| 8 | Clerk’s Business | KS to set up an account with Governors in Schools and post an advert for a Community Governor. | KS |
| 8 | Clerk’s Business | KS to arrange for required updates to Governor e mail addresses to be made. | KS |
| 8 | Clerk’s Business | JR to update SDP areas of responsibility on the Governor Roles and Responsibilities document. | JR |
| 8 | Clerk’s Business | KS to circulate the updated Governor Roles and Responsibilities document as appropriate. | KS |
| 9 | AOB and Close | DS to arrange for Governors to visit the hospital setting during T3. | DS |

***The order in which items were addressed was altered from the published agenda to accommodate unavoidable transport delays.***

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| **Item** | **Final Minutes of Meeting** |
| **6** | **Research and Testing Informed Practice (GM)**  Although this item would be focused on a recently launched initiative, GM had been Lead for Curriculum since November 2024, and had been examining how BHES could develop its curricula. Although this had involved research into existing best practice at other institutions, there was also a wider aim to link any developments into Teaching and Learning within the Service, so the questions under investigation were how to deliver the curriculum, as well as what it should consist of, with the aim being to promote practices which research suggested would be effective and which would also work well at BHES.  Three factors had been shown to enhance learning:   * Cognitive science * Metacognition * Literacy (in particular, disciplinary specific literacy)   Encouragingly, the first two of these had already been focused on at BHES for the last 18 months. However, it was recognised that the studies on which research was based were subject to limitations and therefore there was no concrete evidence that the practices investigated would work well within alternative provision, such as that offered by BHES, where the following factors also had to be taken into consideration:   * The importance of social and emotional progress alongside academic progress * Limited lesson time, attendance and time with the Service * Variability of attendance and punctuality * Transience of the student population   Attention had been paid to research undertaken by EEF, an independent charity backed by the DofE which collated and offered reflection on educational research. Their work was well regarded and had featured prominently in NPQ Leadership courses undertaken by numerous staff members at BHES.  This provided a wealth of studies, covering methodologies such as:   * Use of worked examples * Scaffolds and guidance * Collaboration   However, gaps, such as the environment in which the research had been undertaken and the subjects methodologies had been applied to still existed and this led to the approach being introduced at BHES, where teachers were being encouraged to experiment and feed their own experiences into the curriculum development process.  Video clips illustrating some of the following strategies were given as examples:   * Use of subject specific literacy and the development of literacy skills to access the curriculum * Revisiting of prior learning to embed material within longer term memory * Use of worked examples and scaffolds to avoid an overwhelming overload for students * Use of metacognition through evaluating multiple strategies and identifying which achieved the stated aim most effectively   JW joined the meeting at this point.  It was recognised that actively involving teachers in research and feedback would add considerably to their workload and the process was therefore being sensitively paced to accommodate this. However, the advantages offered by this fundamental change in approach were significant. Instead of SLT instructing teachers to adopt external research methodologies, BHES was acknowledging the amazing skills of its teachers and asking for their input to address the paucity of research applicable to alternative provision. The longer term ambition was for this process to become embedded within department plans, CPD and PRM meetings so all aspects within the Service were moving in the same direction. Practical examples of this included forthcoming Inset sessions and the setting of research and feedback related PRM targets for staff.  Thanks were extended to SLT, HoDs and SL for their involvement with this initial phase and the Governors also sincerely thanked GM for his informative and engaging presentation.  *Governor Question: Undertaking context specific research in this way will inevitably generate a wealth of results and reflections. How will this be documented and shared?*  Academics within the staff body have been consulted from the very start of the initiative, in order that the procedures followed are sufficiently rigorous and robust for meaningful conclusions to be drawn. Currently, staff are just being introduced to this new way of working and BHES is very aware of the need to monitor its implementation carefully with this in mind.  GM left the meeting at this point. |
| **9** | **Clerk’s Business (KS)**  Governor Hub  Reference to The Meriton had now been removed from the BHES Governor Hub site.  Self-Certification  Governors were sincerely thanked for completing this process and reminders were given where any gaps had been identified.  **ACTION: All Governors to complete outstanding elements of the Self-Certification process.**  Governors for Schools  Further investigation of this service had revealed the opportunity to highlight specific skill areas when recruiting potential Governors. The Governors were provided with the available options, which were felt to be more applicable to a mainstream setting and therefore it was agreed to leave this area open and discuss enquiries on an individual basis.  **ACTION: KS to advertise the Community Governor vacancies appropriately with Governors for Schools.**  Governor Roles and Responsibilities for 2024 – 2025  The necessary amendments to align this document with current SDP areas had been done, and the information within it was confirmed as correct by each Governor.  BHES Website  It was agreed that it would be ideal if, as well as adding new documents as applicable, documents could also be removed from the MC page of the BHES website when they became superseded by updated iterations.  **ACTION: KS to liaise with GB regarding maintaining the MC page of the BHES website.** |
| **5** | **Head’s Report (PS)**  DS joined the meeting at this point.  In addition to the report made available prior to the meeting, the Head updated the MC on the rapid recent developments regarding the Service’s financial position.  All non-Staff Governors had been copied into an e mail sent by PS in response to a request from the Director of Education for an options paper giving a snapshot of the current student community and an explanation of the current financial status of the Service, including options available to Heads for their financial participation. This required careful consideration of how Section 19 responsibilities could be met, especially as the Service was reluctant to dilute its high quality and rigorously reviewed offer.  The options outlined were:   * Payment of the proposed daily charge, giving access to the full provision of the Service. * Provision of an outreach team that would undertake a single visit to each student to monitor their welfare and confirm that access to the educational offer being provided by the on roll school was possible. * Setting a ceiling on the number of places the Service could offer, which it was expected would quickly be exceeded, leaving schools to finance more expensive provision elsewhere for those without a place at BHES.   As the latter two options would both represent a significant strategic change to the Service, the Director of Education was also informed that this information would need to be shared with the MC.  PS had subsequently received an unscheduled telephone call from the Director, who had then presented and chaired questions on the options paper at the Area Heads’ meeting held on 21/01/2025. The feedback from this was generally affirmative of the course of action the Service was proposing, with the main issue raised being a lack of notice regarding the proposed changes. The Service recognised that these had not been well publicised, and the frustration that this had caused. Furthermore, the Director acknowledged that this issue had been compounded by other actions of the previous LA team, but whatever was decided regarding the daily charge should be in place by 01/04/2025.  The Service had highlighted that an annual overspend of approximately £400, 000 (four hundred thousand pounds) over recent years had accumulated to a current in year deficit of over £1.2 million (one million two hundred thousand pounds).  *Governor Question: Had the Heads now agreed to pay the proposed daily charge?*  There had been further communication from the Director of Education, indicating support for imposing the proposed daily charge and that the Service would also be provided with additional funding from the high needs block. Furthermore, it was agreed that primary schools would remain exempt from the proposed daily charge.  On 22/01/2025, PS had had a telephone meeting with the Director of Education for Bristol, her new Line Manager (Emma Noble) and the Deputy Director of Education for Gloucester. Gloucester was viewed as having reached a similar point to that which Bristol was now facing about a year ago and the discussion focused on measures taken so Section 19 responsibilities could continue to be met. Similar to steps implemented in Liverpool, Gloucester had responded by setting up a multiagency board meeting monthly to triage students and allocate places, so referrals were no longer being made directly to service providers.  *Governor Question: Was it felt that such an approach could be viable in Bristol?*  It was believed that it would be potentially possible to adopt this model.  PS had also been invited to sit on two Fair Access panels within Bristol.  *Governor Question: Was there capacity available for this?*  Capacity to do this would be prioritised as it was crucial for the wellbeing of the Service for it to increase its visibility within the city. Due to the recent restructuring within the Service, the time required should be available, but the situation would be carefully monitored to ensure this remained the case.  *Governor Question: What level of additional funding was to be made available from the high needs block?*  This had not yet been set, with senior members of the LA finance team reviewing the financial records of the Service for the last three years in order to determine what can be given. However, the current funding arrangement had remained unchanged while the demands placed on the Service had steadily increased, such as the number of beds at the Children’s Hospital rising by a third.  The Service was looking forward to a plan being set in place, even though it would take time for any effects to become apparent. On roll schools would also be motivated for a conclusion to be reached, in order for any impact on future Year 11 results to be minimised.  It was confirmed that the relevant Post – 16 data had been made available alongside this term’s Head’s Report.  In general, it was reported that the Service was settled and working well. In particular, training sessions provided had been enthusiastically received and the small changes made to staff accommodation had also been welcomed. There had been an encouraging number of students making a transition from one to one tuition to group lessons, although the room dedicated to one to one tuition remained much in demand.  However, attendance remained a concern, particularly within the older age groups, potentially due to the complex mental health needs of these students. Similar trends were present at the Children’s Hospital, accompanied by lower family expectations regarding educational participation, while staff continued to provide as much encouragement as possible. Alongside this, an increased focus on digital devices was also reported, with reading becoming unusual for students. |
| **3** | **Finance Report (SmK)**  As discussed under Item 5, the Service was recording an in year deficit of £1, 260, 134 (one million two hundred and sixty thousand one hundred and thirty four pounds).  *Governor Question: Was there an explanation for the apparent variability of recent financial projections for the Service?*  This was partially due to £158, 000 (one hundred and fifty eight thousand pounds) of back pay being owed to staff for the SEN point awarded when only £76, 000 (seventy six thousand pounds) was previously allocated, when the applicable time period was believed to be shorter. Additionally, following invoices for approximately £200, 000 (two hundred thousand pounds) of AWPU being sent to schools, only approximately £95, 000 (ninety five thousand pounds) had been received and it had been noticed that this had all been from schools in receipt of additional SEN funding. Single registration fees of £260, 000 (two hundred and sixty thousand pounds) had also been included in the budget, although half of these funds will be allocated into the next financial year, given that Year 11 students will only remain at the Service for six months, until June 2025. Furthermore, due to late registrations being made, late invoices totaling £22, 000 (twenty two thousand pounds) had only just been issued.  *Governor Question: Had the unpaid AWPU invoices been included in the budget?*  It was confirmed that this had been incorporated.  Overall, the major factor influencing the budget was the expectation that the Service would be in receipt of the daily charge and, for reasons previously discussed, this had not been the case.  *Governor Question: If the proposed daily charge is agreed and implemented, will it be back dated?*  This is currently undecided.  However, the Service has also been awarded £36, 000 (thirty six thousand pounds) to spend on capital development. This must be returned if not spent during the 2024 – 2025 academic year and there are narrow constraints on its use, but it is still a very welcome source of funding that will definitely be put to good use.  *Governor Question: Is this award independent of the budget?*  It has already been included within the budget presented.  *Governor Question: Given the deficit outlined in the budget, what is the next course of action for the MC?*  Technically, the MC should not accept the budget as the Service is waiting on direction and therefore the budget is not set. The budget will still be submitted to the LA, although the fact that it has not been agreed by the MC due to awaiting direction from the Director of Education will be highlighted. |
| **4** | **Staff Pay Increases (SmK)**  The MC were invited to approve an additional salary point to be awarded to the member of staff designated to take responsibility for the Service should PS not be present.  Proposed: SL  Seconded: DS  Agreed unanimously.  **ACTION: DS to liaise with SmK regarding the implementation of the salary point award agreed by the MC.**  *Governor Question: Had the two previous staff pay increases been processed successfully?*  This was confirmed to be the case.  *Governor Question: When would the award of the salary point agreed be started from?*  This would be back dated to start from 01/11/2024.  SmK left the meeting at this point and was sincerely thanked for all her work and input. |
| **7** | **Link Governor Reports**  Curriculum (SL)  This area had already been covered under Item 6.  Governor Training and Development (JR)  This was postponed due to absence.  Teaching and Learning (SL)  This area had already been covered under Item 6.  SEND (JW)  A verbal summary of the written report submitted on Governor Hub was provided.  Sizeable increases in the number of students with an EHCP had been noted since the link to top-up funding had been established. This had resulted in a 100% increase throughout Bristol, while the increase within BHES was estimated at about 50% when compared to 2023 – 2024 data. In recognition of the impact of these changes to funding arrangements, the Director of Education had extended the lifetime of the current system from one to three years, to hopefully allow all eligible students to apply for EHCPs.  This greater number of applications for EHCPs has created additional administration for BHES and the SENCO is being supported by two SENCO trained staff, when available. In addition, the SENCO has also been called on to attend four tribunals brought by dissatisfied families, although in each of these cases the service provider in question was not BHES.  *Governor Question: Was there any underlying common cause for these cases?*  In general, the EHCP system was felt to be unsustainable and that public expectations were unrealistic, although the new Government appeared to be working to change these perceptions.  Work begun during the previous academic year was being continued, with most of the issues with direct payment of EHCPs now resolved. High quality Inset sessions focusing on a variety of mental health issues had been delivered, and the learning from these was now being embedded into practice alongside the social and emotional skills curriculum, which was being monitored through lesson observations. In particular, Dr. Liz Rees led an Inset session concentrating on the causes and effects of trauma, increasing awareness of this within BHES.  Furthermore, the social and emotional skills curriculum would continue to be reviewed and targets related to this would be incorporated into EHCPs and within the PRM process. Anxiety training would be provided for the SENCO, who would then cascade this throughout the wider staff community.  *Governor Question: Would this training be looking at staff or student anxiety?*  This would be focused on student anxiety.  The group hubs begun in September 2024 as a bridge between one to one tuition and group lesson were proving successful, allowing the amount of education provided to these students to be doubled or even tripled while also preparing them for college and further social interaction. The hubs were situated in some of the most deprived areas of the city, and their composition varied with four Year 11 students at one and two transport refusers at another.  Another factor identified as contributing to the overspend was EHCP overpayments. While these had always been reported by BHES in a timely manner, the funds had been reclaimed in bulk. Therefore, a monthly monitoring system had been implemented to allow BHES to be more reactionary and avoid the situation reoccurring in the future.  Many thanks were given to JW for this thorough report. |
| **1** | **Welcome (DS)**  Apologies were received and accepted from AP and JR and the meeting was quorate from the arrival of JW at 1715.  **ACTION: PS to provide AP with details of the next SEN Coffee Morning.**  Pecuniary Interests  DW had been appointed to the Bristol One City Board for Economy and Skills.  **ACTION: DW to update Pecuniary Interests recorded on Governor Hub.**  Updates and Training  None had been undertaken.  *Governor Question: What arrangements were in place regarding JB returning from maternity leave?*  JB began maternity leave during T6 2023 – 2024 and therefore contact would be made when preparing the agenda for the 2024 – 2025 T6 MC meeting to discuss this further.  **ACTION: KS to contact JB as part of preparations for the T6 MC meeting.** |
| **2** | **Review of minutes from the previous meeting and matters arising (DS)**  The minutes were accepted as an accurate record of the 2024 – 2025 T2 MC meeting with no amendments necessary.  Proposer: DS  Seconder: JW  Agreed by those in attendance at that meeting (five out of the six Governors present) with one abstention.  **ACTION: DS to mark as signed the final minutes of the T2 MC meeting on Governor Hub.**  All actions arising from this meeting were considered completed, other than those to be developed further within the current agenda or later in the academic year. In particular, the School Council was now being facilitated by the Inclusion Mentor and had asked to review the Student Values Statement which would be brought to the T4 MC meeting.  **ACTION: KS to include an update on the Student Values Statement as an agenda item for the T4 MC meeting.** |
| **8** | **Policies (DS/PS)**  Charging Policy  It was hoped that this could be updated by the T4 MC meeting to reflect the implementation of the proposed daily charge, but Governors would vote to agree the existing iteration in the interim.  Data Protection Policy  Governors were advised that this was the standard policy drafted by the LA.  First Aid Policy  Formatting issues and duplication within this had been highlighted on Governor Hub, but these amendments were considered minor enough for Governors to vote to agree the existing document with the understanding that the changes necessary would be made.  **ACTION: PS to liaise with GB regarding implementation of amendments to the First Aid Policy highlighted on Governor Hub.**  Freedom of Information Publication Scheme  Due to this not being available for review prior to the meeting, any discussion would be postponed until the T4 MC meeting.  **ACTION: KS to include consideration of the Freedom of Information Publication Scheme as part of the agenda for the T4 MC meeting.**  Governors’ Code of Conduct  Due to uncertainty regarding the implementation of changes requested at the T2 MC meeting, discussion of this document was postponed until the T4 MC meeting.  **ACTION: KS to include consideration of the Governors’ Code of Conduct as part of the agenda for the T4 MC meeting.**  Teachers’ Appraisal Policy  It was noted that this contained a statement that the LA would provide support for the Head’s Review and this required further investigation. However, this would not prevent Governors voting whether to approve the Policy.  **ACTION: PS to established what support was available from the LA regarding the Head’s Review.**  **ACTION: PS to arrange a date for the Head’s Review in February.**  Complaints Policy  Issues identified within Sections 7.2 and 7.3 were highlighted to illustrate that a holistic review would be a valuable exercise.    **ACTION: SL to liaise with PS regarding the Complaints Policy.**  **ACTION: KS to include consideration of the Complaints Policy as part of the agenda for the T5 MC meeting.**  With the caveats noted above, Governors then voted to approve the following policies:   * Charging * Data Protection * First Aid * Teachers’ Appraisal   Proposed: SL  Seconded: DW  Agreed unanimously. |
| **10** | **AOB and Close**  None were raised. |
|  | Meeting closed with thanks to all for their continued support at 6.40 pm. |

Signed as a true record: Date:

Chair of Governors

David Sawyers

**ACTIONS GRID**

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| **AGENDA NUMBER** | **AGENDA ITEM** | **ACTION** | **RESPONSIBLE PERSON** |
| 9 | Clerk’s Business | All Governors to complete outstanding elements of the Self-Certification process. | ALL GOVERNORS |
| 9 | Clerk’s Business | KS to advertise the Community Governor vacancies appropriately with Governors for Schools. | KS |
| 9 | Clerk’s Business | KS to liaise with GB regarding maintaining the MC page of the BHES website. | KS |
| 4 | Staff Pay Increases | DS to liaise with SmK regarding the implementation of the salary point award agreed by the MC. | DS |
| 1 | Welcome | PS to provide AP with details of the next SEN Coffee Morning. | PS |
| 1 | Welcome | DW to update Pecuniary Interests recorded on Governor Hub. | DW |
| 1 | Welcome | KS to contact JB as part of preparations for the T6 MC meeting. | KS |
| 2 | Review of minutes from the previous meeting and matters arising | DS to mark as signed the final minutes of the T2 MC meeting on Governor Hub. | DS |
| 2 | Review of minutes from the previous meeting and matters arising | KS to include an update on the Student Values Statement as an agenda item for the T4 MC meeting. | KS |
| 8 | Policies | PS to liaise with GB regarding implementation of amendments to the First Aid Policy highlighted on Governor Hub. | GB |
| 8 | Policies | KS to include consideration of the Freedom of Information Publication Scheme as part of the agenda for the T4 MC meeting. | KS |
| 8 | Policies | KS to include consideration of the Governors’ Code of Conduct as part of the agenda for the T4 MC meeting. | KS |
| 8 | Policies | PS to established what support was available from the LA regarding the Head’s Review. | GB |
| 8 | Policies | PS to arrange a date for the Head’s Review in February. | PS |
| 8 | Policies | SL to liaise with PS regarding the Complaints Policy. | SL |
| 8 | Policies | KS to include consideration of the Complaints Policy as part of the agenda for the T5 MC meeting. | KS |

**DECISIONS GRID**

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| **AGENDA NUMBER** | **AGENDA ITEM** | **DECISION** |
| 9 | Clerk’s Business | An open advert placed for a Community Governor to be placed with Governors for Schools |
| 9 | Clerk’s Business | Governor Roles and Responsibilities for 2024 – 2025 agreed as correct |
| 9 | Clerk’s Business | Out of date documents to be removed from the MC page of the BHES website |
| 4 | Staff Pay Increases | An additional salary point to be awarded to the member of staff designated to take responsibility for the Service should PS not be present |
| 1 | Welcome | Apologies were accepted |
| 2 | Review of minutes from the previous meeting and matters arising | Minutes from the previous meeting agreed without amendments |
| 2 | Review of minutes from the previous meeting and matters arising | All actions arising from this meeting were considered completed, other than those to be developed further within the current agenda or later in the academic year |
| 8 | Policies | The following policies were approved, providing the updates highlighted were undertaken:   * Charging * Data Protection * First Aid * Teachers’ Appraisal |