

LOCAL GOVERNING BOARD OF PARK SCHOOL
MEETING HELD AT THE BOLTON IMPACT TRUST HEAD OFFICE
ON 31ST JANUARY 2023 AT 4.00 PM

Present: Mr M. Fay, Ms. E. Fletcher (Chair), Ms. V. Coope, Ms. D. Mellett, Ms. S. Rothwell, Mr. G. Webb, Mr. K. Heyes.

In attendance: Mrs R. Leonard (Vice Principal BIT), Mr. P. Hodgkinson (Executive Principal), Ms. P. Patel (appointed as a Co-opted Governor during the meeting) and Mrs. A. Appleyard (Clerk).

The Clerk in the Chair

The Executive Principal welcomed all present to the meeting, and as there were many new Governors all present introduced themselves.

1. WELCOME AND APOLOGIES FOR ABSENCE

Apologies for absence had been received from Mrs. K. Peart and Ms. S. Jiva.

It was noted that Mrs. K. Ingham had resigned from her position on the LGB on the day of the meeting. Thanks were extended to Mrs. Ingham for the work she had done with Park School over the course of a number of years.

2. PROCEDURAL MATTERS

2.1 Declaration of Pecuniary or Conflict of Interest

No declarations of pecuniary interest were made.

2.2 Declaration of Interest Form

In accordance with the Academies Financial Handbook 2020, entries in the Academy Trust's Register of Business Interests were to be reviewed on a 'regular' basis.

The Clerk noted that the regularity of returns was for the Trust to decide upon; however, as a minimum the Governance Services Team would recommend at least annually.

All Members, Trustees, Local Governors and the Executive Leadership Team were asked to complete the LA model pro-forma and return it to a member of the Executive Leadership Team for retention. It was noted that the entry included:

- relevant business and pecuniary interests
- details of any governance roles in other educational institutions;
- any material interests arising from relationships between Local Governors or relationships between Local Governors and school staff (including spouses, partners and close relatives)

The Clerk noted all present were required to complete this information and that failure to do so may be in breach of the Trust's Code of Conduct. These forms were usually completed at the autumn term meeting, but this meeting had not taken place so they were therefore brought to this meeting. Any forms not received would be highlighted in the usual manner at the summer term meeting.

Agreed:

- i) That Local Governors complete the online version or paper copy of the Register of Business Interest and return these to the school
- ii) That any Local Governors that have not completed the forms be highlighted at the summer term LGB meeting as per usual process.

2.3 Membership/Governance Issues

It was noted that no terms of office were due to expire during the current academic year.

It was noted that the following vacancies remained on the LGB:

3x Co-opted Governor vacancies, one of which had arisen on the day of the meeting following the receipt of Mrs. Ingham's resignation.

Ms. Priya Patel had joined the meeting with a view to being appointed as a Co-opted Governors. Ms. Patel left the room at this point in the meeting, and a vote took place by a show of hands. The vote was unanimous.

Agreed: To appoint Ms. Patel as a Co-opted Governor with immediate effect.

The skills audit would be completed in the near future, and recruitment would continue to appoint two Co-opted Governors.

Appointment of Chair and Vice Chair of the LGB

Ms. Fletcher self-nominated for the position of Chair. A vote took place by a show of hands, which was unanimous.

Agreed: To appoint Ms. Fletcher as Chair of the LGB.

Mr. Fay self-nominated for the position of Vice Chair. A vote took place by a show of hands, which was unanimous.

Agreed: To appoint Mr. Fay as Vice Chair of the LGB.

Ms. Fletcher in the Chair

2.4 Link Governor Roles

It was explained that Governors across the Trust were appointed to link Governor roles, which would inform the work of individual Governors and would be a key focus during Governor visits. The Executive Principal shared a list of link roles, and a discussion took place regarding the different link roles at Park School Teaching Service. The following link roles were agreed.

Personal Development and Careers:
SEND:

Mr. Heyes
Ms. Coope

Quality of Education:	Ms. Fletcher
Student Behaviour and Attitudes to Learning:	Ms. Patel
Staff Wellbeing:	Ms. Patel
Leadership and Management:	Ms. Fletcher and Mr. Fay
Business, Finance and Risk:	Mr. Fay
Student Attendance and Engagement:	Ms. Patel
Safeguarding:	Ms. Rothwell
Hospital Provision:	Vacant
HR and Pay:	Vacant

It was explained that some adjustments had been made to the Scheme of Delegation so that some aspects of HR and pay would be considered by the LGB as well as at Trust Level. Historically, this had been managed at Trust level.

It was explained that training was available for Governors in specific roles such as the Safeguarding Link Governor and the SEND Link Governor.

It was explained that a Governor Week took place during each term, and Governors visited each academy in the Trust during that week. Governors would visit with specific lines of enquiry which would inform their visit, and a report would be compiled following each visit. There was support available from the Central Team to help Governors to develop their lines of enquiry.

A Governor requested information regarding the work undertaken by Park School at the hospital.

It was explained that teaching staff were based at the Royal Bolton Hospital, and each day the medical staff would inform the teaching staff which children and young people were well enough to be taught during that day. Bolton Impact Trust, and specifically Park School, were responsible for the Bolton hospital teaching service. In the past, they had also provided teaching for children and young people who were CAMHS patients. Hospital teaching was very rewarding, but difficult to plan for as it depended upon the health of the children and young people concerned.

Action: The Trust to arrange a training session at the Head Office in order to support Governors in developing their knowledge of governance at Bolton Impact Trust.

2.5 Declaration of Eligibility and Privacy Consent Form

The form had been circulated with the agenda. Governors were asked to complete the form and return it to the Clerk.

3. SAFEGUARDING SELF-DECLARATION

A decision had been taken by the Board that all individuals would complete a self-declaration form to confirm that they had not received any criminal convictions or cautions within the previous 12 months, which had not already been reported to the Chair of the Board.

Agreed:

- i) That Local Governors complete the online word version of the Safeguarding Self Declaration form and return these to the school

- ii) That any Local Governors that have not completed the forms be highlighted at the summer term board meeting as per usual process.

The form had been circulated with the agenda. Governors were asked to complete the form and return it to the Academy.

4. LGB CODE OF CONDUCT

The Clerk provided a copy of the Board Code of Conduct to note.

The Clerk noted that they would continue to issue the Code of Conduct and Acceptance Form to new members as part of the welcome to governance pack.

Agreed: That Governors note and accept the Code of Conduct.

5. REVIEW TERMS OF REFERENCE

The Terms of Reference had been circulated with the agenda and the Executive Principal provided further detail regarding the Terms of Reference for the benefit of new Governors.

Agreed: To adopt the new Terms of Reference.

Action: The Clerk to upload the new Terms of Reference to the Governance Gateway after the meeting.

Action: The Executive Principal to circulate the Terms of Reference and Scheme of Delegation.

6. MINUTES AND MATTERS ARISING

Agreed: To approve as a correct record the minutes of the last meeting of the LGB held on 7 June 2022.

There were no matters arising from the minutes.

7. NOTIFICATION OF ITEMS OF 'ANY OTHER BUSINESS'

The following items of any other business were notified:

Wellbeing survey results

8. ACADEMY LEAD'S REPORT

Mr. Webb presented his termly report. Governors had been requested to read the report in advance of this meeting, and to bring any questions. The main headlines were reported.

It was explained that the report had been developed within the areas of the Ofsted framework.

The key points within the quality of education were that the curriculum offer had been improved and increased. Within this, a substantial amount of documentation had changed, and this work was ongoing and would be scrutinised during the remainder of the academic year in order to ensure that it was at the highest possible standard.

A Governor asked whether the curriculum was tailored to Park School or whether it was a curriculum which was seen across the Trust.

It was explained that some aspects of the curriculum were reflected across the Trust with regard to standard expectations and the curriculum intent. The subject curricula were specific to each academy, and the example was given of different English texts being taught. The range of subjects taught also varied, and the example was given that at Youth Challenge more vocational subjects were offered. The key priority was to ensure that each individual student's needs were met, so the curriculum was tailored in order to support the students, and academic and vocational subjects were offered. It was also essential that the students were able to access provision to support personal development. The academies within the Trust had the autonomy to develop their curriculum in order to best meet the needs of the students.

A Governor asked how personal success targets were shown to the students and other interested parties.

It was explained that each student had a personal learning plan, which was targeted and specific to their needs. This was a detailed document, and it was communicated to the students and their parents or carers. Students also received constant verbal feedback and regular written feedback from their teachers.

A Governor asked whether the personal learning plans reflected personal development.

It was confirmed that this was the case. Students were not benchmarked against other students, and personal success targets were of the utmost importance. It was essential that these targets were pitched at the appropriate level, and that they were reviewed regularly.

A Governor asked how the personal learning targets were reflected in reports to other organisations, such as the Trust, Ofsted or the Department for Education.

It was explained that there were no league tables for alternative provision. The data was collected each term and analysed. The Trust Central Team worked with the Academy Leads to monitor and develop the provision. The information was then shared with Trustees at the Trust Standards Committee, and was also shared with the Local Authority, who commissioned most of the places. At a Trust level, any concerns raised at the Standards Committee was added to the risk register and would be considered by the Trust Risk and Audit Committee. The Trustees worked to a very high standard.

A Governor asked how the data was generated.

It was explained that data had always been generated by teaching staff. End of unit assessments had been considered in the past, but this had not been particularly effective. There was now a six-week period when baseline assessments took place, and interim data was then used throughout the term. Student progress was then tracked throughout their time at Park School. The small class sizes meant that assessment was easier to manage within the classroom. Personal development was assessed through a range of methods, including profiling systems, as well as observational intelligence. The small staff team meant that this information could be shared easily. The Staff Governor shared how this information could be gathered in specific subject areas.

A Governor asked how the students were stretched to reach their potential.

It was explained that this was a reasonably straightforward exercise in an academic context. Within personal development, multiple pieces of information were used, and monitoring then took place over a six-week period in order to develop very straightforward targets. It was important to

establish what success would look like for each child. Academic flight path projections were also created to mirror the work done in mainstream settings. This work was usually done by the teaching team, and then communicated with the student. Key workers supported the students through the form groups, and the pastoral targets were reviewed on a regular basis. The staff had strong relationships with their students, and the emotional investment in every student across all four academies was of paramount importance. A Parent Governor shared how this approach had had a very positive impact on their child who attended Park School. It was explained that there was a process of constant review in order to ensure that the students were always supported in the best possible way.

With regard to the curriculum impact, it was explained that as only a small number of students attended the provision, this could have an impact on the data. The way in which data was now collected ensured that the numbers remained small. Not all students were included in the data collection as some were still within the six-week assessment period. It was noted that data was very similar across Maths, English and Science. This was an improvement when compared to the previous academic year. A Maths teacher had been appointed to work at Park School, and the impact on both engagement and progress was evident.

Attendance was a concern at Park School, and this was often a consequence of the needs of the students. Some students had not attended school prior to joining the provision. The raw attendance data was between 50% and 60% attendance, which was well below the national attendance figures, but represented significant progress for many students. Park School had offered a home teaching service for some students, but the funding for this had been withdrawn and offering this service had presented a significant challenge. It was recognised that this was an essential part of the provision offered, and a member of staff was now undertaking this work. The response had been very positive, and students were being supported to re-engage with education. Without the outreach service, it had been very difficult to reach the students who did not attend, so the provision which was now offered was providing a high level of support. There was a high level of engagement in the home, and this supported students in returning to on-site provision.

It was explained that there was a financial issue related to the outreach provision, as this was funded mainly by the Trust. This situation was due to be reviewed after February half term. It was recognised that some of the students who worked with the outreach teacher had expressed a desire to return to on-site provision.

It was noted that there was a high level of fluctuation in attendance, with attendance as high as 80% during some week, and as low as 60% during other weeks. It was explained that the range was notable, and further analysis would take place.

A Governor requested clarification regarding the reasons why some students struggled to attend school.

It was explained that some of the students had been non-attenders at their previous schools. Reasons for low attendance could be related to social issues, bereavement, medical issues, emotional issues or concerns surrounding their gender and/or sexuality. It was recognised that there was a very wide range of reasons why students may not attend school. It was recognised that it was a challenge to break the pattern of poor attendance for many students. The range of student experiences also meant that some students were reluctant to attend as they had yet to build relationships with academy staff upon joining the provision.

It was explained that the Local Authority commissioned places for students, and traded places had also been established where schools paid for the provision.

It was noted that student voice work would be essential during the remainder of the academic year.

With regard to personal development, it was reported that this was working well. Student behaviour was excellent.

With regard to leadership and management, it was reported that the Academy Lead continued to be absent from work and Mr. Webb remained Acting Academy Lead. Staff wellbeing would be discussed under any other business.

Governors thanked Mr. Webb for his report, and stated that they appreciated the clear format.

9. ACADEMY SEF

It was explained that the SEF was the academy's Self-Evaluation Form, and was the method by which the academy reported on itself. The document had been shared in advance of the meeting. It had been created in line with the Ofsted framework, would be sent to Ofsted prior to an inspection visit, and was used to analyse the progress made within the academy.

It was explained that the SEF was very positive, and the academy judged itself to be Good. The two curriculum areas which required consideration were Maths and reading. Significant progress had been made in Maths, and it was anticipated that this would continue.

The curriculum design was strong, and work was ongoing across the Trust.

The provision's last Ofsted inspection had taken place in 2019, and the two areas for development had focused upon Careers education, and monitoring and tracking student progress. Significant work had been done to ensure the Careers education offer was very strong, and it was considered as a subject in its own right. It therefore had the same level of credibility as other subject areas, with the same level of planning and monitoring. Significant work had been done at a Trust level in order to improve the monitoring and tracking of student progress. It was reported that the curriculum information was being updated, and this would be uploaded to the Trust website in the very near future.

The Ofsted inspection process was explained. It was essential that the curriculum development work continued, particularly as a Good judgement could not be awarded if the quality of education was not judged to be good. Most importantly, it was essential that the curriculum met the needs of the students.

The school development priorities were included within the report, and the progress made towards achieving these.

10. FINANCE UPDATE

Mr. Smith was not present at the meeting. Governors had been requested to read the report in advance of this meeting, and to bring any questions. The main headlines were reported by Mr. Hodgkinson.

It was explained that alternative provision funding was very complex. The funding formula was very challenging, as funding was attached to each student. During quiet periods, alternative provision often lost money. Traded places with schools brought in additional funding. The financial picture at Park School was now strong, with a £45,000 surplus predicted. However, the position

was volatile, as it depended upon the funding continuing throughout the year. If a student left the provision, their funding would be lost. The number of Local Authority commissioned places had been reduced, which had had an impact upon funding, although a new client base had been established which supported the financial stability of the provision.

A Governor asked whether every school paid the same amount.

It was explained that the Local Authority paid £400,000 base fee and then £82 per pupil per day. Schools paid £99 per pupil per day per traded place.

It was noted that it was essential that the financial position remained stable.

A Governor asked how young people who were not allocated a Local Authority funded place were offered provision.

It was explained that as many students as possible were supported through the provision, and the strong relationships with schools and the traded places system ensured places were offered as widely as possible.

A Governor asked how many of the Local Authority places were currently filled.

It was confirmed that twenty places were filled on site, and five in the hospital. The building capacity was 35 students, with five students in the hospital provision.

It was explained that the Trust was currently exploring the opportunity of using the adjacent building to the current Park School building. This would go to consultation in the very near future. The adjacent building would support the provision offered by the academy.

A Governor asked who prepared the finance report.

It was explained that the Trust Chief Financial Officer (CFO) undertook this work. It was confirmed that the Governor concerned could meet with the CFO, as they would like to develop a deeper understanding of the way in which the financial work was completed.

11. NOMINATED GOVERNOR ROLES

11.1 Chairs' Briefing

The Chair was unable to attend the Chairs' Briefing held on 30 January 2023. The Clerk therefore reported that the following matters had been highlighted:

- Governance Services update
- Spring term meeting updates
- Meeting procedures – committees and delegation
- Development segment: New Year review

11.2 Training and Development Lead's Report on Training

The Clerk reported that the 2022/23 Governance Training Programme was available on the Governance Services website. It was noted that there were a number of new training opportunities available in the programme to assist governors in their role, taking into account national initiatives and changes in legislation.

A briefing event for Training & Development Leads was held on 25 January 2023 at which the 2022-23 Governance Training and Development Programme was highlighted.

11.3 Partnership Forum

It was noted that the Spring Term Partnership Forum was due to be held on 13th February 2023. The Clerk had shared a document providing further details through the Governance Gateway.

11.4 Link Governor Reports

There were no link Governor reports to present at this meeting.

12. **POLICY REVIEWS AND APPROVAL**

The following policies had been circulated in advance of the meeting, and were presented to Governors for approval.

Online Safety Policy
Accessibility Policy
Behaviour and Rewards Policy

Agreed: To approve all of the above policies.

The following policies had been approved by the Trust Board, and were circulated to Governors to note. They were available to view on the Trust website.

Safeguarding Policy
SEND Policy
Careers Provider Access Statement
Admissions Policy

Agreed: To note all of the above policies.

13. **SCHOOL TEACHERS PAY AND CONDITIONS AND 2022 PAY AWARDS**

Teaching Staff

The Government had recently announced that it had accepted the recommendations of the School Teacher Review Body (STRB) including starting salaries for teachers, (T1), having an uplift of 8.9% from September 2022. T2 to T5 had declining graduated percentage increases as detailed on the accompanying agenda note. All increases would be backdated to 1st September 2022.

The Local Authority Model Pay Policy had been amended and uploaded to Extranet. together with the updated model Appraisal, Performance Management Policy and Managing Teachers' Capability Policy.

Support & Non-Teaching Staff

On 1st November 2022 the Joint Trade Unions confirmed that a national agreement had been reached and a pay increase, applicable from 1st April 2022, had been accepted.

For all National Joint Council (NJC) staff, pay points had been increased by £1,925 and new rates, effective from 1 April 2022, were detailed on the accompanying agenda note. All allowances had also been increased by 4.04%.

Agreed:

- i) To note that the Trust Board had approved the pay awards for teaching and non-teaching staff.
- ii) That the Governing Board note the model Pay, Appraisal and Performance Management and Managing Teachers' Capability policies. Such policies to be approved and adopted by the Trust Board, although these may be amended from the model documentation.

14. SAFEGUARDING AND KEEPING CHILDREN SAFE IN EDUCATION 2022

The Keeping Children Safe in Education statutory guidance had been updated effective from 1 September 2022, this applied to all schools and academies and set out the legal duties that must be followed to safeguard and promote the welfare of children and young people under the age of 18.

The changes had been highlighted on the accompanying agenda note which had been included in the documentation for this meeting.

Governance Training in Safeguarding and Child Protection

Boards should ensure that all governors and trustees receive safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. This training should also be regularly updated.

The Local Authority in partnership with Bolton College provided '*Keeping Children Safe – Level 1*' online training which can be accessed via the following [LINK](#)

More in depth centre based training on 'Safeguarding and the Role of the Board' is available to book on various dates in 2022-23 through the Governance Training and Development programme via the following [LINK](#)

The Safeguarding in Education Team had updated the LA model Safeguarding and Child Protection Policy to reflect the changes to Keeping Children Safe in Education 2022.

Agreed:

- i) That Boards note the changes to the Keeping Children Safe in Education document.
- ii) That the Board review their Safeguarding and Child Protection Policy in light of the revised statutory guidance and LA Model Policy.

- iii) To note that the 175/157 Safeguarding Compliance Checklist will be made available to schools and academies in due course.
- iv) That Boards ensure that their governors and trustees undertake appropriate safeguarding and child protection training on induction which is updated on a regular basis.

15. ACADEMY TRUST HANDBOOK

The Clerk reported that the Academy Trust Handbook had been updated with effect from September 2022. The Handbook described the financial responsibilities of academy trusts reflecting their status as companies limited by guarantee, exempt charities and public bodies. It balanced the need for effective financial governance with the freedoms that trusts have over their day to day business.

The handbook was for members, trustees, local governors of multi-academy trusts (MATs), accounting officers, chief financial officers, clerks to the board and auditors.

Agreed: That the Local Governing Board note the changes to the Academies Financial Handbook 2022 as summarised on the accompanying report. This was ratified at Trust Board.

16. PUBLICATION OF STATUTORY INFORMATION ON ACADEMY WEBSITE

The Clerk reported that all academies and free schools should check their funding agreement to establish what information they must publish on their website. In addition, there were publishing requirements set out within the Equality Act 2010 and Children and Families Act 2014, with which Academy Trusts must comply.

The accompanying agenda note gives an overview of those requirements and the further information that the Department for Education (DfE) recommends that are published on the website. Many academy trusts are under a duty to publish much of this information, due to clauses within their funding agreements. The information provided related to the DfE guidance of 'What Academies, Free Schools and Colleges should Publish Online', last updated in February 2021.

17. DATE OF NEXT MEETING

14.1 Local Governing Board Meeting

Agreed: That the Local Governing Board meetings for the remainder of the current academic year be held as follows:

Summer Term: Tuesday 6 June 2023 at 4:00pm

It was noted that Governor Week was due to take place before the next meeting, during the week commencing 8th May. Visits would take place from 9th May, as 8th May had been

designated a Bank Holiday to commemorate the King's Coronation. Governors were welcome to arrange to visit the academy at any time.

It was noted that LGB meetings would continue to take place at the Trust Head Office.

18. CONSENT TO ABSENCE

Agreed: To consent to the absence from this meeting of Mrs. K. Peart and Ms. S. Jiva.

19. ANY OTHER BUSINESS

The following items of any other business were discussed.

Staff Wellbeing Survey

It was explained that the wellbeing survey was completed every term. The Executive Principal highlighted the most recent results, which were very positive. All staff felt that they were well-supported at work, and the results had improved since the summer term. The Wellbeing Charter was of great importance across the Trust, and the Central Team was delighted with the results of the survey.

20. CONFIDENTIALITY

Agreed: That none of the matters reported in the minutes of this meeting be designated as confidential in accordance with the Academy's Memorandum and Articles of Association.

The meeting closed at 6:10pm

Signed as a correct record: _____
(Chairman/Vice-Chairman of Governors)

Date: _____