



## BUTTSBURY JUNIOR SCHOOL

Company No: 07601846

### Minutes of the Board of Trustees' Meeting, 15 December 2020, 7pm, virtual meeting via Zoom

Present:	Adam Breathwick	Community Trustee
	Sue Cheesman	Community Trustee
	Louise Dibsdall	Associate Member
	Andy Gilbert	Community Trustee ( <i>joined, 7.07pm</i> )
	Jenni Hamilton-Morris	Community Trustee
	Steve Lague	Parent Trustee (Chair)
	Aaron Mears	Parent Trustee
	Ann Robinson	Staff Trustee (ex officio) / Headteacher
	Les Sheppard	Community Trustee
	Svetlana Warhurst	Parent Trustee
Also in attendance:	Stacey Carroll	Literacy Leader ( <i>left, 7.50pm</i> )
	Rebecca Cheesman	Inclusion Manager ( <i>left, 7.50pm</i> )
	Gemma Cutmore	Pupil Premium Grant Champion ( <i>left, 7.50pm</i> )
	Adam Graves	Deputy Headteacher / Observer
	Sue Julian-Ottie	Clerk, Juniper Education
	Lauren Pretty	Senior Leadership Team (SLT)
	Nicole Miller	Maths Leader ( <i>left, 7.50pm</i> )

## PART A

### A Welcome

#### 1. Welcome & Apologies for absence

The Chair welcomed the members of staff to the meeting. There were no apologies; Stuart Fryd was absent. The meeting was quorate (quorum being 5; 8 Trustees and 1 Associate Member were present at the beginning of the meeting).

#### 2. Notification of any other urgent business

Trustees agreed to discuss the following item:

2.1. To discuss the Trustees' Newsletter.

#### 3. To declare any new business interest &/or any conflict of interest with items on the agenda

There were no new Business Interests, or any conflicts of interest declared.

#### 4. To declare receipt or provision of any gifts and / or hospitality

There were no declarations of gifts or hospitality having been received or given.

**5. To agree minutes of previous 2 meetings (29 September 2020; 7 October 2020)**

The Board of Trustees agreed that the minutes of the previous 2 meeting of 29 September 2020 and 7 October 2020 were accurate records of those meetings.

**6. Action Points from previous 2 meetings (29 September 2020; 7 October 2020)**

29 September 2020

**6.1.** The Clerk reported Juniper Education had not yet released its own Governor Management System.

**6.2.** The Clerk confirmed that, as recommended by the Board of Trustees, Members had appointed Hemen Tseayo as a Member.

**6.3.** It was noted that all other action points had either been discharged or were on the agenda.

7 October 2020

**6.4.** It was noted that all action points had been discharged.

*(Andy Gilbert joined the meeting, 7.07pm).*

**B STRATEGIC: SCHOOL**

**7. To discuss Senior Leadership Team's (SLT) data report & data for all year groups / identified groups & to review the impact of the recovery curriculum**

**7.1.** The Headteacher explained that the SLT members' reports would be based on the October 2020 data which had been the School's first main test that year. The Headteacher advised that since then pupils had been making rapid progress; hence, the data was likely to be out of date.

**7.2.** The Headteacher explained that, due to the Covid-19 pandemic, there had not been a normal baseline for Year 3 pupils that year. The baseline that the School was using for Year 3 was the March 2020 assessment data.

**7.3.** The Headteacher reported that the School had used the baseline data to identify which pupils required Catch-up funding tuition. 125 pupils were currently receiving Catch-up funding tuition. At the recent second Pupil Progress Review Meeting, the SLT had identified 110 pupils who would either continue or would begin to receive Catch-up funding tuition the following term.

**7.4.** The Headteacher explained that the 2019/2020 data had been inserted into the report to Trustees for comparison purposes.

## Literacy Leader

- 7.5.** The Literacy Leader reported that pupils' current literacy outcomes were very comparable to that of the 2019/2020 cohorts at the same point in the year. This was very pleasing given the amount of time that the pupils had been out of School since March 2019.
- 7.6.** The Literacy Leaders drew Trustees' attention to the key strengths identified by the data and the following was noted:
- 7.6.1.** The attainment data for Year 6 was comparable to that of the 2019/2020 cohort at the same time of year. A greater number of pupils in the current cohort had achieved Expected (EXS) in Writing and GPS than the previous cohort. This was particularly pleasing given that the current cohort had been of concern throughout their time at the School due to the cohort's make-up (high number of pupils who were entitled to Pupil Premium Grant [PPG] some of whom were also on the Special Educational Needs & Disability [SEND] Register plus a cluster of disengaged boys).
- 7.6.2.** The number of pupils working at EXS in Reading in Year 5 was significantly higher than that of the previous year's cohort.
- 7.6.3.** The number of pupils who were off target in Year 5 was lower than that of the previous year's cohort.
- 7.6.4.** The pupils who had English as an Additional Language (EAL) were generally performing better than the non-EAL pupils.
- 7.7.** The Literacy Leader drew Trustees' attention to the areas for development and the following was noted:
- 7.7.1.** For the first time in years, girls had significantly outperformed boys in all areas of Literacy. The Literacy Leader reminded Trustees that the School had previously targeted boys' Literacy to close the gender gap. The Literacy Leader explained that this was an area that would be monitored. The Headteacher attributed the gender gap in Literacy to home-learning; girls tended to read at home more than boys. See further discussion under 7.11.3. In response to Trustees' challenge, the Literacy Leader confirmed that the report should have read that 79 of girls were at Expected or Above (EXS+) not 39%.
- 7.7.2.** The number of pupils who were working at Greater Depth (GDS) in Years 3 and 4 was lower than was anticipated; however, their starting points had been much lower than that of previous cohorts and Year 3 pupils tended to make rapid progress. The School was addressing this by focusing on Quality First Teaching and through the change to the usual timetable (ie Recovery Curriculum) with additional GPS lessons, longer Reading sessions and dedicated, longer sessions for Spelling and Handwriting.
- 7.7.3.** There were a number of Year 3 pupils who were off target. The Literacy Leader explained that the next assessment point should provide a more reliable picture of the pupils' current attainment.
- 7.7.4.** Attainment in Writing for SEND pupils was lower than anticipated. This would be addressed.

- 7.7.5.** A common trend across all year groups was that the lockdown had had a negative impact of pupils' stamina for working and for working independently. SEND pupils, in particular, were finding it difficult to adjust because they had become accustomed to 1 to 1 support at home.
- 7.7.6.** Although attainment was comparable, there was a greater number of pupils in Year 6 who were off target than the previous cohort. Those pupils were receiving Catch-up funding tuition.
- 7.8.** In response to Trustees' challenges, the Literacy Leader confirmed that the School was predicting that Year 6 pupils' outcomes by the end of the year would be comparable to that of the 2019/2020 cohort but cautioned that this needed to be monitored because of the potential impact of the on-going pandemic on pupils' access to School. The Literacy Leader explained that there was a variation in how much work pupils undertook during periods of self-isolation. The Headteacher explained that she anticipated that the results would be comparable but not quite as high as the previous cohort; however, the projected outcomes were very pleasing for the current cohort. The Headteacher explained that the current cohort had made a lot of accelerated progress that year which she attributed to the focused curriculum and more structured classroom management (due to social distancing requirements) as this suited the boys who were hard to engage and had helped them to focus. The Literacy Leader and Deputy Headteacher concurred. The Headteacher advised that the data was very promising, but the School would continue to monitor Year 6.
- 7.9.** Trustees challenged whether there had been any common areas where pupils' attainment had declined that year due to the lockdown. The Literacy Leader reported that pupils' spelling had deteriorated across all year groups. The Headteacher added that, at the beginning of the year, there had been a noticeable deterioration in pupils' presentation especially amongst the older years. This had been addressed robustly. Trustees challenged how quickly pupils were able to re-adjust to the School's expectations. The Literacy Leader and Headteacher explained that pupils tended to re-adjust quickly once they had returned to School unless they had to spend additional time in self isolation.

#### Maths Leader

- 7.10.** The Maths Leaders drew Trustees' attention to the key strengths identified by the data and the following was noted:
- 7.10.1.** Attainment in Years 4, 5 and 6 were comparable to that of the previous cohorts at the same point in the year.
- 7.10.2.** The number of pupils off target was lower.
- 7.10.3.** The attainment of Disadvantaged pupils in Years 4 and 5 were better than that of non-Disadvantaged pupils.
- 7.10.4.** The attainment of EAL pupils in Years 3, 5 and 6 were either in line with or better than non-EAL pupils.

- 7.11.** The Maths Leader drew Trustees' attention to the areas for development and the following was noted:
- 7.11.1.** The number of pupils working at EXS in Year 3 was significantly lower than that in the previous year's cohort. The Maths Leader explained that pupils had not been taught a lot of aspects in Year 2 because of the national lockdown; hence, the School was now addressing these knowledge gaps.
  - 7.11.2.** The number of pupils off target in Years 4, 5 and 6 was higher than that of previous cohorts. This was being addressed with Catch up funding tuition and extra arithmetic lessons. The next assessment point would evidence whether the knowledge gaps had been addressed.
  - 7.11.3.** A lot of girls in Year 5 were working at below EXS. The Maths Leader explained that girls had reported that they had chosen to work on literacy during lockdown but not Maths, whereas boys had reported the opposite. This was being addressed through intervention groups run by Teaching Assistants (TA) within classes.
  - 7.11.4.** The number of pupils who were working at GDS in Year 5 was half that of the previous cohort. The Maths Leader cautioned that the data was derived from the outcomes of an end of year test paper; however, pupils had missed a lot of teaching during the lockdown.
- 7.12.** Trustees were pleased to note that 29% of Year 3 pupils were working at EXS+ as this was better than they had expected given the amount of disruption to pupils' learning that had occurred in Year 2. The Maths Leader explained that Year 3 Maths had been delivered in classes rather than sets at the beginning of the year to give teachers an opportunity to gauge their pupils and assign them to the most appropriate Maths set. The Headteacher also explained that, to address the knowledge gaps, the curriculum for each Maths set that year had been lowered. Pupils were now beginning to make accelerated progress but there was still a lot of work to be done.
- 7.13.** Trustees noted that there were more Year 6 girls working at EXS+ than boys and challenged whether this was unusual. The Headteacher explained that it was just a reflection of that specific cohort; that it contained a group of disaffected boys. The Headteacher explained that those boys would benefit from the intense revisions, booster classes and exam technique practice that always took place during Year 6.

#### Pupil Premium Grant Champion

- 7.14.** The PPG Champion explained that the number of pupils eligible for Free School Meals (FSM) had increased due to the pandemic; hence, the number of PPG pupils would increase.
- 7.15.** The PPG Champion drew Trustees' attention to the key strengths identified by the data and the following was noted:
- 7.15.1.** The data for PPG pupils was comparable to that of the previous cohort. The PPG Champion advised that this was a significant success because PPG pupils tended to face greater difficulties in learning at home than non-PPG pupils.

- 7.15.2.** There were not any significant attainment gaps between PPG and non-PPG pupils in Years 4 and 5. The PPG Champion explained that the data indicated that there was an attainment gap in Year 3; however, there were only 2 PPG pupils in that year group.
- 7.15.3.** 100% of PPG pupils were working at EXS in Reading in Year 5.
- 7.15.4.** PPG pupils in Year 4 were performing better in Maths than non-PPG pupils.
- 7.16.** The PPG Leader drew Trustees' attention to the areas for development and the following was noted:
- 7.16.1.** There was an attainment gap between PPG and non-PPG pupils in Year 6. The PPG Champion explained that this was the Year group that received a lot of her attention because it contained the biggest PPG group in the School and had a high proportion of SEND pupils. The PPG Champion reported that the Year 6 PPG pupils were engaging with School but would require a lot of input to address the issues and they would be her main focus.
- 7.17.** Trustees noted that pupils' resilience for learning appeared to be a common concern across all groups and Years and challenged how the School would support pupils' development of resilience. The Headteacher explained that this had been more of a concern when the pupils had returned to School at the beginning of the year rather than currently. Just being back at School and re-familiarising themselves with the School's expectations had already had an impact. The PPG Champion concurred and explained that Year 6 PPG pupils had received a lot of metacognition input at the beginning of the year and this had included resilience-building. The PPG pupils were responding well.

#### Inclusion Manager

- 7.18.** The Inclusion Manager thanked Trustees for increasing her hours and reported that having the additional day a week had had a significant impact on her ability to process the paperwork for the pupils.
- 7.19.** The Inclusion Manager reported that the data for SEND and EAL Pupils was not looking too healthy. The Inclusion Manager had had to provide a lot of support during lockdown for the families of pupils who were on the Additional Support Register or who had Education, Health & Care Plans (EHCP). The pupils had lost their engagement with education and were generally struggling.
- 7.20.** When Year 3 pupils had joined the School, there had been 5 SEND pupils (3 with EHCPs and 2 on the Additional Support Register) and 15 – 20 pupils who were needed monitoring. In the first Pupil Progress Review meeting, 20 further pupils were placed on the SEND Register ranging between Record of Concern and Requiring Additional Support. In addition, an EAL pupils had been admitted with IPRA funding.
- 7.21.** The Inclusion Manager reported that attainment in Writing for SEND pupils in Year 5 had improved. In Year 4, SEND pupils' Reading EXS level had doubled compared to their KS1 SAT scores. The attainment of Year 5 EAL pupils in Reading was parallel to their KS1 SAT scores and was better than that of non-EAL pupils.

- 7.22.** The Inclusion Manager explained that the School would continue to address the issues through pertinent Pupil Progress Review meetings every half term to ensure that pupils were assigned to the right groups and receiving the right interventions. This would also be addressed through Quality First Teaching and the longer numeracy and literacy lessons. The Inclusion Manager reminded Trustees that pupils were on the SEND Register because of their learning difficulties' Headteacher reminded Trustees that Ofsted did not assess SEND pupils against the usual attainment targets but would review their progress through looking at their books and talking to the pupils.
- 7.23.** Trustees noted that the number of pupils on the SEND Register had significantly increased in Year 3 and challenged whether this number was likely to persist as they progressed through the School. The Inclusion Manager explained that it was too early to predict because the pupils had lost 6 months of education; that it was possible that some pupils would be removed from the Register once their learning gaps had been addressed. The Headteacher explained that the School thought that Year 3 might be a low achieving cohort; however, they were not demotivated but were keen to learn which made them different from some members of the Year 6 cohort. Trustees praised the School and the Inclusion Manager for identifying the SEND pupils so quickly. See Part B for confidential discussion
- 7.24.** The Trust Board thanked the SLT members for their reports and for attending the meeting. *(Rebecca Cheesman; Stacey Carroll; Nicole Miller and Lauren Pretty left, 7.50pm).*

## **8. To discuss Headteacher's report**

The Headteacher drew Trustees' attention to the key points in her report and the following was noted:

- 8.1.** There had been a high number of Child Protection cases that year. All cases were now closed.
- 8.2.** There had been 1 critical incident in October 2020. The Headteacher thanked the Chair and Vice Chair of Trustees for their quick response and support of the School. A positive outcome had been achieved for the pupil and the School.
- 8.3.** There had been a formal complaint from a member of staff. The Chair and Vice Chair of Trustees had investigated the matter thoroughly and the case had now been closed.
- 8.4.** That year, the Performance Management Reviews (PMR) for Support Staff had been moved from the Spring term to the Autumn term to bring the process in line with the teachers' PMRs and the School Development Plan (SDP) and to enable the School to personalize targets for Support Staff. The Headteacher reported that the process was going well and that it was a more logical and cohesive approach to conduct the PMRs of all teaching staff in the same term.
- 8.5.** The Headteacher explained that it was important to maintain the momentum behind the SDP; hence, quality of teaching was still being monitored through drop-ins by the SLT. The quality of teaching was very strong and had not changed since the previous year.
- 8.6.** The Headteacher reported that, despite increasing the Published Admissions Number (PAN), some year groups were still over-subscribed. The School had lost 1 appeal case; won 1 appeal case and was awaiting the outcome of a third. The Headteacher explained that there were spaces in Year 3 because the feeder infant school (Buttsbury Infant School [BIS]) had a lower PAN

than BJS but advised that this was not a cause for concern as the places would be filled in due course.

#### **8.7. To review any revisions to the Risk Assessment**

The Headteacher reported the Risk Assessment had not been revised.

**8.8.** Trustees enquired after staff members' well-being and mental health. The Headteacher reported that the teachers were keen to be in School and preferred face to face teaching to remote learning. Although tired, teachers were not unduly stressed or anxious. The Deputy Headteacher concurred with this assessment. The Headteacher reported that there was some anxiety amongst TAs; 1 TA had been granted compassionate leave that week. The pandemic had increased the workload for the Office staff and the School was short staffed because some members of staff were currently self-isolating. There was a high workload and stress for the SLT members. Trustees queried whether the clinically vulnerable staff members were working from home. The Headteacher explained that they were all working in School because none of them had received letters instructing them to self-isolate under Tier 3. The Board of Trustees commended the whole staff for their work in keeping the School open for pupils and asked the Headteacher to convey their gratitude **(ACTION: Ann Robinson)**.

#### **9. To discuss & approve target setting for National Achievement Targets (KS2) for 2020-2021**

**9.1.** The Headteacher explained that she had set the targets by year groups as well as whole school targets for 2020/2021 due to the current circumstances. Trustees noted that the proposed EXS target for Year 6 was 90% in Reading, Writing and Maths which was higher than that achieved in previous years. Trustees challenged whether this would be achievable. The Headteacher explained that the targets were based on the latest data; hence, she was confident that the targets were achievable if Year 6 continued their current trajectory. The Headteacher explained that the key to success was the identification of pupils who were in danger of not achieving EXS so that they could be provided with the appropriate support.

**9.2.** Trustees challenged whether the Year 6 GDS targets were lower than they would have been in the past. The Headteacher advised that they were roughly comparable. The Headteacher reminded Trustees that the KS2 2019/2020 SATS outcomes for GDS in Maths had been disappointing; hence, the School was focusing on Maths and teachers were working to ensure that pupils would achieve GDS in accordance with expectations.

**9.3.** Trustees challenged whether the Year 3 targets were lower than that they would have been for previous years. The Headteacher explained that, although they were currently lower, the end of Year 3 data would be comparable because pupils made a lot of progress at BJS. In response to Trustees' queries, the Headteacher reported that she was developing a positive, mutually beneficial relationship with the new BIS Headteacher; that she hoped that this might facilitate a discussion about data at the appropriate time (eg April or May 2021).

**9.4.** The Board of Trustees approved the 2020/2021 attainment targets.

**10. To receive & discuss update on pupil attendance rates including figures for persistent absenteeism; to agree attendance target for 2020-2021**

- 10.1.** The Headteacher explained that the report on attendance had been derived from November 2020 data. The Headteacher cautioned that the figures could be misleading because pupils who had had to self-isolate (because they had Covid-19 symptoms or had been instructed to do so by the School) were included in the attendance figures. As a result, the attendance data appeared strong and better than that of the previous year as none of the pupils were being withdrawn for unauthorised holidays.
- 10.2.** The Headteacher explained that the attendance figures had been falling that week as many parents were choosing to withdraw their children to avoid the potential for self-isolation over the Christmas period. As of the following day, there would be 2 pupils testing for Covid-19 (they had not been in School so would not cause bubble closure if they tested positive); 1 pupil who had Covid-19 (but had not been in School for 1 ½ weeks); 16 pupils who were self-isolating because family members had symptoms; 41 pupils who had been granted authorised absence and 66 pupils with unauthorised absence. The Headteacher expected these figures to rise. Trustees challenged whether parents were informed that their child's absence would be classified as unauthorised absence. The Headteacher confirmed that they were informed; however, this was not a deterrent. Trustees challenged whether other schools in Billericay were facing a similar situation. The Headteacher reported that Brightside Primary School was experiencing a similar situation whilst other schools within Billericay were either currently or had been either totally or partially closed. The Headteacher explained that only 4 out of 12 classes were open at BIS which was fuelling some of the withdrawals amongst BJS parents.
- 10.3.** The Trust Board discussed and approved the proposal to set the same attendance target as that of the previous year even though it was noted that the emerging situation with attendance would impact on the target. Governors noted that the current year was an anomaly due to the pandemic.

**11. To review any update to the School Development Plan (SDP)**

The Headteacher reported that she had arranged for the School Improvement Advisor (Andrew Binnell) to conduct a deep dive review of the School's RE provision; however, this had been postponed to 2021 due to the pandemic. The Headteacher reported that progress was being made on the SDP objectives.

**12. To agree term dates & non-pupil days for 2021-2022**

- 12.1.** The Headteacher reported that BJS and BIS had conferred on non-pupil dates for 2021-2022 and had agreed to adhere to the usual pattern. The Board of Trustees approved the 2021/2022 non-pupil dates.
- 12.2.** Trustees challenged whether the School would be delaying the re-opening of School in January 2021. The Headteacher explained that the School adhered to Department for Education (DfE) guidance; hence, would not defer the return to School. The Headteacher reported that the Director of Education for Essex Local Authority (LA) had advised that schools could make 4 January 2021 a remote learning day to enable schools to process absence data

from the Christmas break period and make the necessary arrangements; however, BJS staff had rejected this.

**13. To review the Attendance Policy**

The Headteacher explained that BIS and BJS had developed a new Attendance Policy based on an Essex model which they had personalized. The Policy was more generic than hitherto. Trustees challenged where the School always required medical evidence before authorising pupils' absence for appointments. The Headteacher confirmed that this approach had been introduced at the School. Trustees challenged the apparent inconsistency in the level of detail between the 2 Schools under the section dealing with lateness. The Headteacher agreed to populate the BJS section with similar information as that of BIS (**ACTION: Ann Robinson**). Trustees noted that the previous Attendance Policy had described the reward system for attendance and challenged whether the School still gave attendance rewards. The Headteacher confirmed that there were still attendance rewards. The Headteacher explained that the Policy had been very specific about the reward system in the past in response to a complaint about the implementation of rewards at BIS. It was felt that there was no longer the need for the Policy to be so specific. The Board of Trustees approved the Attendance Policy subject to the agreed amendment and subject to the approval of BIS Governing Body.

**14. To review the Business Continuity Policy**

The Board of Trustees approved the Policy.

**15. To approve the revised Financial Regulations as recommended by the Finance, Facilities Management, Audit & Risk Committee**

The Headteacher explained that, at the Auditor's suggestion, the Financial Regulations had been further amended to acknowledge that it was not always feasible for CAT Club and Noah's Ark Preschool to pay their letting fees in advance. The Board of Trustees approved the Financial Regulations.

**16. To receive/declare report of any data breach (General Data Protection Regulations)**

The Headteacher reported that there had been 1 data breach through a human error in the Office (form containing contact details of a parent was inadvertently given to other parents. This had been addressed). As a result of that breach, the Data Protection Officer had recommended that all staff should receive formal GDPR training again. This had been delivered to all staff and Trustees.

**C STRATEGIC: GOVERNANCE**

**17. To consider the proposed changes to the Articles of Association**

**17.1.** The Chair reminded Trustees that at the last meeting it had been agreed that the Articles of Association would need to be either replaced or amended to accommodate the following changes: external Members had been appointed and the term 'Trustees' was being used instead of 'Governors'. The Chair explained the key differences between BJS's current and the new model 1 Articles of Association (see paper 'Summary of changes to Articles of Association'). This was discussed. The Board of Trustees agreed to propose that the School

should adopt the new model 1 Articles of Association subject to the following 2 clauses being amended:

**17.1.1.** Clause 46. The new Articles of Association did not stipulate a maximum for Parent Trustees. At the Headteacher's recommendation, it was agreed that the current maximum of 5 Parent Trustees should be maintained to ensure that Trustees were appointed with the necessary skill sets.

**17.1.2.** Clauses 88 – 90. The new Articles of Association did not outline the procedure in the event of both the Chair and Vice Chair being absent from a meeting. It was agreed that the procedure specified in the current Articles of Association should be inserted.

**17.2.** The Chair explained that the intention had been to remove the requirement to have an Annual General Meeting (AGM); however, the Managing Director of SBM Services had advised that this was a good practice that the School should adopt. It was explained that at the AGM the Annual Accounts/Report would be presented to Members and Members would appoint the Auditor for the year. The Board of Trustees accepted the proposal to include the requirement of an AGM.

## **18. To consider the proposed changes to the Funding Agreement and the process for change the Articles of Association**

**18.1.** The Chair explained the differences between BJS's current Funding Agreement and the new model Funding Agreement (see paper 'Process for changing Articles of Association & Funding Agreement'). This was discussed. Trustees noted that they were not certain about all the potential implications of adopting the new model Funding Agreement and were concerned that it offered the School less control; hence, agreed to recommend that the School should adhere to the current Funding Agreement and just change the term 'Governor' to 'Trustee'. Trustees discussed and agreed that, if the DfE stated that adoption of the new Articles of Association was contingent to the adoption of the new Funding Agreement, the Board of Trustees would seek legal advice.

**18.2.** The Chair explained that the proposals for the Articles of Association and Funding Agreement would need to be submitted to the DfE (**ACTION: Steve Lague**). If accepted, the proposals would be formally presented to Members for a decision at its forthcoming AGM (although they would also be circulated prior to this). If approved, the new Articles of Association and Funding Agreement would be filed with the DfE and Companies House. The Chair reported that the National Governors' Association (NGA) advised that some sections might first need to be agreed by the Charities Commission. This was challenged. It was agreed that, unless information was obtained to the contrary, the Board of Trustees would consider that this was not applicable to BJS.

## **19. Committee reporting**

**19.1. To receive exception report from Finance, Facilities Management, Audit & Risk (FFMAR) Committee meeting**

**19.1.1.** The Chair of the FFMAR Committee reported that the Committee had agreed that the School should submit 2 bids for Condition Improvement Fund (CIF) funding (water improvement and electrical improvement) and that the School would contribute 8% of the costs should the bids be successful. The property consultants, who were advising the School on the bids, had been hired on a no win no fee basis. This was accepted by the Board of Trustees.

**19.1.2. To approve Annual Accounts / Annual report for 2019/2020 as recommended by that Committee**

The Chair of the FFMAR Committee reported that the Committee had received a very comprehensive explanation on the Annual Accounts from the Auditor. The Board of Trustees approved the Annual Accounts / Annual Report for 2019/2020.

**19.1.3. To discuss Financial Management Report**

It was noted that all Trustees had received and reviewed the Financial Management Report.

**19.2. To receive exception report from Personnel Committee meeting**

The Chair of the Personnel Committee reported that the Committee had approved a proposal to increase the Inclusion Manager's hours as appropriate recompense for work that she undertook. It was hoped that this would improve the Inclusion Manager's work/life balance. The Chair of the Personnel Committee reported that the Committee had also agreed to a proposal to offer a permanent contract to Jane Sherwood as a means of retention.

**20. To review Board of Trustees' Membership: to declare any pending changes**

There were none declared.

**21. To discuss the Link Trustee's report on training received & training available**

**21.1.** The Link Trustee reminded Trustees that they had all received GDPR training in October 2020 and reported that he and the Headteacher had attended School Resource Management (SRM) training.

**21.2.** The Headteacher reminded Trustees that they would be receiving joint BIS/BJs Safeguarding training in January 2021 **(ACTION: All)**.

**21.3.** The Link Trustee reported the Trustees had not yet used their full subscription entitlement under the Billericay Teaching School Alliance's (TSA) Governance Training Package and encouraged Trustees to enrol on courses **(ACTION: All)**.

**22. To report on Chair's Urgent Action**

**22.1. To note approval of latest Child Protection Policy**

The Board of Trustees ratified this decision.

**23. To report on any communication received by the Chair & / or Headteacher that needs to be brought to the Board of Trustees' attention**

The Headteacher explained that she had already informed Trustees of all communication that needed to be brought to their attention.

**D CLOSURE**

**24. Any other business**

**24.1. To discuss the Trustees' Newsletter**

The Board of Trustees discussed and agreed that it would be appropriate for the new Chair of Trustees to write that term's Newsletter so that he could introduce himself and report on the Audit (**ACTION: Steve Lague**).

**24.2.** The Board of Trustees agreed to postpone the pending Trustee Monitoring Day scheduled for 15 January 2021 until such time as when it would be safe and appropriate to do so (**ACTION: All**).

**25. To confirm next & subsequent meeting dates as: 23 March 2021; 15 July 2021**

The Board of Trustees confirmed its meeting dates for the year and noted that it would next meet on 23 March 2021, 7pm (**ACTION: All**).

*(Meeting closed at 9.15pm).*

## **Summary of decisions for Part A**

1. 2020/2021 attainment targets approved (see 9.4).
2. 2020/2021 attendance targets approved (see 10.3).
3. 2021/2022 non-pupil dates approved (see 12.1).
4. Attendance Policy approved subject to agreed amendments & subject to approve by BIS Governing Body (see 13).
5. Business Continuity Policy approved (see 14).
6. Financial Regulations approved (see 15).
7. Recommendation to adopt model Articles of Association with agreed amendments (see 17.1).
8. Recommendation to retain but amend current Funding Agreement (see 18.1).
9. Annual Accounts / Annual Report for 2019/2020 approved (see 19.1.2).
10. Child Protection Policy ratified (see 22.1).

## **Summary of Trustees' Action Points for Part A**

### **All**

1. To attend BIS/BJS Safeguarding training in January 2021 (see 21.2).
2. To enrol on Billericay TSA courses (see 21.3).
3. To note cancellation of Trustees' Monitoring Day on 15 January 2021 (see 24.2).
4. To attend next meeting on 23 March 2021, 7pm (see 25).

### **Steve Lague**

1. To submit new Articles of Association & amended Funding Agreement to DfE (see 17.1 and 18.1).
2. To write that term's Newsletter (see 24.1).

### **Ann Robinson**

1. To convey Board of Trustee's gratitude to staff (see 8.8).
2. To revised Attendance Policy as agreed (see 13).

## **Summary of Trustees' main challenges for Part A**

1. Trustees challenged data for girls' Reading (see 7.7.1).
2. Trustees challenged Year 6 projected end of year outcomes (see 7.8).
3. Trustees challenged any common areas of decline due to lockdown (see 7.9).
4. Trustees challenged how easily pupils readjusted to School expectations (see 7.10).
5. Trustees challenged whether Year 6 girls' Maths outcomes (see 7.13).
6. Trustees challenged how School was building pupils' resilience (see 7.17).
7. Trustees challenged whether the high number of SEND pupils in Year 3 would persist (see 7.23).
8. Trustees challenged proposed 2020/2021 attainment targets (see 9.1 – 9.3).
9. Trustees challenged the level of unauthorised absence (see 10.2).
10. Trustees challenged whether return to School in January 2021 would be delayed (see 12.2).
11. Trustees challenged relevance of NGA advice on Charities Commission to BJS (see 18.2).