



## BUTTSBURY JUNIOR SCHOOL

Company No: 07601846

### Minutes of the Board of Trustees' Meeting, 22 March 2022, 6pm, virtual meeting via Zoom

|                     |                       |   |
|---------------------|-----------------------|---|
| Present:            | Adam Breathwick       | Community Trustee                           |
|                     | Louise Dibsdall       | Associate Member ( <i>left, 7.21pm</i> )    |
|                     | Stuart Fryd           | Parent Trustee ( <i>joined, 7.30pm</i> )    |
|                     | Andy Gilbert          | Community Trustee ( <i>joined, 7.30pm</i> ) |
|                     | Jenni Hamilton-Morris | Community Trustee                           |
|                     | Laura Irvin           | Parent Trustee                              |
|                     | Steve Lague           | Parent Trustee (Chair)                      |
|                     | Aaron Mears           | Parent Trustee ( <i>joined, 6.50pm</i> )    |
|                     | Ann Robinson          | Staff Trustee (ex officio) / Headteacher    |
|                     | Les Sheppard          | Community Trustee                           |
| Also in attendance: | Adam Graves           | Deputy Headteacher / Observer               |
|                     | Sue Julian-Ottie      | Governance Professional, Juniper Education  |

## PART A

### A Data Presentation

#### 1. Welcome & Apologies for absence

The Trust Board accepted apologies from Svetlana Warhurst (family commitments). It was noted that Aaron Mears, Stuart Fryd and Andy Gilbert would be a little late. It was noted that Louise Dibsdall might need to leave early due to ill health. The meeting was quorate (quorum being 5; 6 Trustees and 1 Associate Member were present at the beginning of the meeting). Those present consent to the meeting being recorded for minute-taking purposes.

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

There was no other business.

#### 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 receive and discuss pupil data presentation

The Headteacher delivered the Data Analysis / Assessment presentation (screen shared), and the following was noted:

**4.1.** The data was based on the internal February 2022 tests for Years 3 – 5 and January 2022 tests for Year 6. Since compiling the presentation, new Year 6 data had been produced.

**4.2.** Assessment was through tests in Reading, Maths and Grammar, Punctuations & Spelling (GPS) and through teacher assessment for Writing. End of year attainment targets were not expected to have been met as it was only the mid-year point; this was particularly true in Writing as the

whole curriculum would not have been covered yet. Based on past experience, pupils currently achieving scores of 95 or 105 were likely to achieve Age Related Expectations (EXS) and Greater Depth (GDS) respectively by the end of the year.

- 4.3.** There was no baseline data for Year 3 and Year 4 because the pandemic had meant that neither year had sat KS1 SATS. The School was using Buttsbury Infant School's (BIS) March 2020 teacher assessments as a baseline for Year 4 and the BIS 2021 internal end of year data as a baseline for Year 3.
- 4.4.** Testing had highlighted that the new White Rose Maths scheme did not suit the School's usual testing method because the scheme was cyclical in approach. White Rose Maths taught topics once but in depth; hence, there were many topics on the PUMA assessment paper that the pupils had not yet been taught. For this reason, Maths data was lower than anticipated.
- 4.5.** Year 3 summary. In November 2021, 40% of Year 3 pupils had achieved EXS in Reading; this had risen to 61%. The Headteacher advised that this was a good trajectory and anticipated that 80% would achieve EXS by the end of the year. The Headteacher was satisfied with the progress being made in Writing. Progress in GPS was disappointing because the number of pupils achieving EXS had only risen from 54% in November to 58% in February. The Headteacher attributed this to spelling; hence, more spelling lessons had been introduced for Year 3 to address this. The results for Maths were concerning. The number of pupils achieving EXS in Maths had fallen from 46% in November to 40% in February. The Headteacher attributed this to pupils having set a very hard test paper that contained topics that the pupils had not been taught because of Covid-19 lockdown and White Rose Maths.
- 4.6.** Year 4 summary. The situation was similar to that of Year 3 with satisfactory progress in Reading and Writing, static progress in GPS due to spelling and a fall in Maths from 62% to 55% of pupils reaching EXS. The School was investigating a different, more specific way of teaching spelling.
- 4.7.** Year 5 summary. The number of pupils achieving EXS in Reading had fallen from 76% in November 2021 to 64%. The Headteacher explained that the School had predicted this and attributed it to the disparity between the Autumn and Spring term tests in terms of difficulty. The Spring term test was very hard because it was based on inference whereas the Autumn term test had been comparatively simpler because it had been based on retrieval and reduction. For future years, the School was considering changing the marking scale on the Autumn term test, moving the Spring term test to the end of year, and using a slightly less challenging test in the Spring. The GPS data was static due to spelling. The Maths data had improved, rising from 48% in November 2021 to 62% of pupils achieving EXS. The Headteacher explained that this matched the usual pattern of pupil progress at BJS; that the longer pupils were at the School, the greater their progress especially in Maths.
- 4.8.** Trustees challenged whether White Rose Maths was the correct scheme of work for BJS. The Headteacher reported that she and the Deputy Headteacher had reviewed whether it was the correct scheme and had concluded that it was the most effective form of teaching. This was borne out by the most recent Year 6 data. Confidence could also be drawn from the fact that White Rose Maths was used by at least 2 out of 3 schools.
- 4.9.** Year 6 summary. The most recent data for Year 6 showed that 84% of pupils were achieving EXS in Reading, 76% in Writing, 83% in GPS and 81% in Maths. The Maths data was comparable to

the results of previous years. The Headteacher advised that she was satisfied with the Year 6 data.

**4.10.** GDS. The Headteacher reported that the outcome for pupils who had achieved GDS mirrored that for EXS. Year 5 Reading had fallen by 5% since November 2021 for the reasons cited above (see 4.7). The latest Year 6 data for pupils who had achieved GDS was 49% in Reading, 20% in Writing, 38% in GPS and 32% in Maths. The Reading result was already higher than the outcome of the last KS2 SATS. The Maths result was comparable to that of previous years. There were still a few pupils who needed to sit the tests due to absence. The Headteacher advised that the Year 6 data was very encouraging.

**4.11.** Year 3 outcomes vs targets.

**4.11.1.** There had been good improvement in Reading. Reading outcomes already exceeded the end of year targets. The Headteacher advised that it was not possible to reach the Writing targets yet because a lot of the curriculum had not yet been taught; however, the trajectory was good, and this was not a cause for concern. There was a big discrepancy between the Maths outcomes and the end of year targets; however, the Headteacher advised that this would improve once the whole curriculum had been covered and was not a cause for concern. The Headteacher explained that the School needed to focus on spelling as this was having a detrimental impact on outcomes but could be easily addressed.

**4.11.2.** Progress for Special Educational Needs (SEND) pupils was lower than that for non-SEND pupils. The Headteacher explained that this was exacerbated by the fact that the Year group now had significantly greater number of SEND pupils than at the beginning of the year (12 compared to 4). This was because BIS categorized SEND pupils differently from BJS.

**4.12.** Year 4 outcomes vs targets

**4.12.1.** The Headteacher advised that Year 4 might not reach its end of year Reading target (95% at EXS) but predicted that the current outcome of 78% should rise into the 80's. The GDS target of 62% would not be met. The Headteacher advised that she was not at all concerned about the Reading outcomes. Although it was expected that the Maths outcomes would increase as the year progressed (progress was evidenced in pupils' books), it was not possible to predict whether the targets would be met. As with Year 3, the only concern was with spelling. The Year 3 and 4 timetables had been re-focused to significantly increase the spelling input.

**4.12.2.** Girls were outperforming boys in Writing. The Headteacher attributed this to Year 4 having a high number of SEND pupils, most of whom were boys whilst the girls on the SEND register were Autistic Syndrome Disorder (ASD) Level 1.

**4.12.3.** Of all the year groups, Year 4 SEND pupils were making the slowest progress. The Headteacher attributed this to those pupils having very specific learning difficulties. The Headteacher explained that Year 4 represented the most concerning year group because of the high number of SEND pupils.

**4.12.4.** Trustees challenged how Year 4 would improve in Maths (ie whether Year 4 pupils would repeat Maths topics in the 2 subsequent years). The Headteacher confirmed that they would, that under the White Rose Maths topics were re-visited each year but at different starting points and in more detail. The Headteacher reassured Trustees that Year 4 had plenty of time to improve before sitting their KS2 SATS.

**4.13. Year 5 outcomes vs targets**

**4.13.1.** The Headteacher advised that she was confident that Year 5 would meet its EXS Reading target but was unlikely to meet the GDS target (62%) because that target had been based on outcomes of the easier Autumn term test. Writing was progressing well and the Headteacher anticipated that Year 5 would reach its Maths targets.

**4.13.2.** SEND pupils in Year 5 were faring very well with 52% making good or better progress.

**4.13.3.** Pupils in Maths Set 3a had made slower progress than the equivalent set 3b. The Headteacher attributed this to pupil distribution across the 2 sets and explained that this would be addressed at the end of the year.

**4.14. Year 6 outcomes vs targets**

**4.14.1.** The latest result for Year 6 Reading was 84% EXS and the Headteacher anticipated that the target of 93% would be met. The current result for GDS in Reading was 49% but the Headteacher explained that the target (78%) was unlikely to be met as it was unrealistic. Writing was on track for meeting both EXS and GDS targets. The current result for Maths EXS was 81% and the Headteacher anticipated that the target of 92% would be met. Pupils were unlikely to meet the GDS Maths target of 45% but might reach 40% which would be higher than previous years. The Headteacher reported that the Maths data compared well to national data (AET reported that across their Multi Academy Trust [MAT] Maths results were at their lowest and it was anticipated that only 80% of their pupils would achieve EXS in the KS2 SATS).

**4.14.2.** The Year 6 data compared well to previous years' KS2 SATS results both for BJS and nationally. The Headteacher anticipated that the 2022 results would be comparable to that of previous years which would be a very good achievement given the amount of disruption to their education that the pupils had endured during the pandemic.

**4.15. Number of pupils off target (slow progress) by class and sets**

**4.15.1.** The number of pupils off target for Reading in Year 5 had increased since November 2021; however, this was because of the attainment outcomes.

**4.15.2.** In Maths, the biggest increases in the number of pupils off target in Years 3 – 5 since November 2021 had been in the lower sets. The Headteacher explained that in the higher sets there was a greater chance that pupils could answer questions in the test that had not been taught in class because many had private tutors. Trustees challenged whether pupils in the lower Maths sets should have more support. The Headteacher explained that they already received additional support because some pupils in those groups had Educational, Health & Care Plans (EHCP) which meant that

a Teaching Assistant (TA) was assigned to the group. The Headteacher explained that she had considered assigning the most experienced Teachers to the lower sets as these were the hardest to teach; however, had decided to continue assigning them to the highest sets to help the more able pupils to achieve GDS.

#### **4.16. Next steps**

- 4.16.1.** White Rose Maths scheme would be continued as pupils' books evidenced progress, it had improved pupils' reasoning and ability to talk about Maths and had improved pupils' (especially girls') confidence in and enjoyment of Maths. Trustees challenged whether Teachers felt that White Rose Maths scheme was having a positive impact and should be continued. The Deputy Headteacher explained that White Rose Maths represented a change in the style of teaching and delivery; hence, Teachers had found it challenging but their confidence in the scheme was increasing. Although not evidenced in the data, Teachers felt that their pupils were making good progress in Maths and Teachers liked the new system because of the confidence it instilled in pupils. Trustees challenged whether any Teacher had asked to revert to the former Maths scheme. The Deputy Headteacher reported that no one had.
- 4.16.2.** The new literary genres were in place and had had a significant impact on promoting pupils' love of Reading.
- 4.16.3.** The Headteacher proposed a change to the testing regime at BJS. Ofsted advocated that schools should collect data whenever the school found it most useful to do so. The Headteacher considered that September / October testing was too early in the year to be useful for any year group other than Year 6. To avoid testing in the Autumn term would necessitate the Spring and Summer term tests to be held earlier. In future, Year 3 – 5 would be tested in January and May (apart from the Year 3 baseline test in September). Year 6 testing would remain unchanged as they needed to prepare for KS2 SATS. This had been discussed and agreed with the Senior Leadership Team (SLT) and Teachers. The parents' evenings would be re-scheduled to be in line with the new testing timetable and before half term breaks so that staff could have a week to recuperate. Pupil progress could still be discussed at the Autumn term parents' evening as this was not wholly dependent upon test results. The Autumn term parents' evening would focus on how pupils had settled into the year. As detailed above, it was evident that the PUMA Maths test were not suited to White Rose Maths scheme; hence, the testing system would be changed. In future, the School would use the end of topic assessments supplied by White Rose Maths in class in January and use the PUMA test in May. This would enable the School to capture accurate data that could be used more diagnostically; would provide another week of learning (by removing 1 week of testing); reduce the pressure on staff (by removing the marking requirement of 1 test) and pupils. It would also improve staff and pupil morale as performing badly at the recent PUMA test had been demoralizing. This was discussed. Trustees challenged whether there were any disadvantages to the proposed new testing regime. The Headteacher explained that it would mean that the School would not have raw data to analyse in the Autumn term from which to identify individual pupils' performance; however, this would be mitigated by the continued use of pupil progress meetings twice a term and by the fact that

Teachers knew their pupils well. Trustees challenged whether the new timing of parents' evenings would clash with Year 6 tests. The Headteacher reassured Trustees that it would not. Trustees challenged whether the new timing of the parents' evening would clash with those of the local secondary school (Mayflower High School). The Headteacher explained that she did not know when Mayflower High School had its parents' evenings but reassured Trustees that even if they did clash it should not pose a problem as BJS held parents' meetings on 1 evening whereas Mayflower High School held its meetings across 2 evenings. (*Aaron Meers joined, 6.50pm*). Trustees challenged whether the week before a half term break constituted too busy a time to have parents' evenings. The Headteacher explained that it was not because that was usually a cross-curricula themed week which entailed less marking. The Trust Board approved the proposal to change the testing and parent reporting regime as it was satisfied that it would be beneficial for pupil assessment as well as the wellbeing of staff and pupils.

## **B Business**

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

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

### **6. To agree minutes of previous meetings (14 December 2021 & 10 February 2022)**

The Board of Trustees agreed that the minutes of the previous meetings of 14 December 2021 and 10 February 2022 were accurate records of those meetings.

### **7. Action Points from previous meetings (14 December 2021 & 10 February 2022)**

It was noted that all action points for both meetings had either been discharged or were on the agenda.

## **C STRATEGIC: SCHOOL**

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

**8.1.** The Headteacher stated that, since the report had been written, 3 other Teachers had informed her that they intended to resign. See Part B for confidential discussion. 2 additional Teachers had already been recruited for September 2022 and the 2 vacancies had been advertised. As discussed in detail at the Personnel Committee meeting, the School was seeking experienced teachers who might remain in post for longer. Members of the Personnel Committee would conduct staff exit discussions (see further discussion under 14.2).

**8.2.** Attendance and unauthorised absence targets were being negatively impacted by parents removing their children from School in the last week of the Autumn term to avoid contracting Covid and ruining their Christmas. The Headteacher anticipated that the same would occur in the week prior to the Easter break.

**8.3.** The quality of teaching remained Outstanding as verified by 2 local headteachers during the Peer-to-Peer Review and by the 2 School Development Advisors (SDA).

**8.4.** In response to queries, the Headteacher explained that Health & Safety incidents had already been reported to the Finance, Facilities Management, Audit & Risk (FFMAR) Committee; hence, were not contained in the Headteacher's report.

**8.5. To monitor impact of Headteacher's secondment to Buttsbury Infant School**

See Part B for confidential discussion.

**8.6. To review any revisions to the Risk Assessment**

The Headteacher that the Risk Assessment had been revised in line with the easing of national Covid restrictions. Asymptomatic people were no longer required to take lateral flow tests twice a week. Although no longer a statutory requirement, the School required those with Covid to self-isolate. *(Louise Dibsall left, 7.21pm).*

**9. To review any update to the School Development Plan (SDP) / School Evaluation Form (SEF)**

The Headteacher reported that the SEF had not been amended; however, she had updated the SDP to incorporate feedback from Trustee monitoring of specific targets and to RAG rate the SDP. The Headteacher advised that the target about Forest Schools would not be achievable that year; however, work was in hand with all other SDP targets. Trustees challenged the reason for a target being RAG rated as red (*Encourage greater independence when undertaking homework tasks – particularly for Year 6 target*). The Headteacher explained that the School would review how to implement this target in the summer term as part of the School's work to prepare pupils for secondary school.

**10. To appoint School Development Advisors (SDA), including Headteacher's Performance Management Review (PMR) external Advisor, for 2022/2023**

The Headteacher recommended that the existing SDAs (Andrew Binnell and Melissa Henderson from Impetus Education Solutions) should be re-appointed. Andrew Binnell was very familiar with the School (thereby avoiding any time lost during his visits for familiarization with the School) and Melissa Henderson had provided a different perspective. Trustees noted that it would be beneficial to have continuity given the School's current circumstances (ie Headteacher on secondment). The Trust Board appointed Impetus Education Solutions for the Headteacher's SDA / PMR external advisor for 2022/2023.

**11. To discuss / approve educational trips for 2022/2023 (including discussion of impact)**

**11.1.** The Headteacher reported that the School planned to run its regular residential trips to the Isle of Wight and Danbury in 2022/2023; that both trips usually broke even. The Trust Board noted that these were valuable trips for pupils. The Trust Board approved the educational trips for 2022/2023.

**11.2.** The Headteacher reported that the trip to the pantomime that year had made a £250 loss because 20 pupils had been absent due to having Covid or having to self-isolate. This was noted.

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

The Headteacher reported that there had not been any data breaches. Trustees did not declare any breaches.

*(Andy Gilbert & Stuart Fryd joined, 7.30pm).*

**D STRATEGIC: GOVERNANCE**

**13. To discuss Multi Academy Trust (MAT) situation**

See Part B for confidential discussion.

**14. Committee reporting**

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

The Chair of Trustees reported that BJS had accepted an offer of a free service from the School Resource Management Advisor (SRMA) to review the School's budget and identify any opportunities for further improvement. The work usually took 6 weeks; ½ - 1 day would be spent on-site consulting with the Headteacher and Finance Officer. The Headteacher reported that, on the advice of SBM Services, BJS had requested that the work be undertaken in the summer term once the 2022/2023 budget had been set. Trustees challenged whether the School would be obliged to implement the SRMA's recommendations. The Chair reassured Trustees that this was not the case. The Chair reported that, when asked, the SRMA had stated that they had not approached BJS because of its in-year deficit.

**14.1.1. To discuss Financial Management Report**

It was noted that this had been received by all Trustees and discussed by the FFMAR Committee.

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

The Chair of the Personnel Committee reported that the Committee had reviewed the Headteacher's analysis of staff turnover in the last 6 years. Whilst it had concluded that the departures had been for individuals' health and wellbeing or personal circumstances (usually related to location), the Committee had decided that it would be good practice to introduce staff exit discussions. These would be conducted by members of the Committee. The Committee Chair reported that she had compiled a list of questions based on the Essex County Council Exit Questionnaire. The discussions would be confidential unless an issue of concern was raised. Staff exit discussions would commence that term.

**15. To discuss outcome of external Governance Review**

**15.1.** The Chair reported that the external Governance Review had been conducted through a series of interviews with himself, the Headteacher and the Governance Professional about various facets of governance. In the outcome report, the School had been rated as having High Assurance against most aspects; Good in 4 aspects with some minor recommendations on how to improve and some minor points had been rated as having Reasonable Assurance.

The latter had already been addressed. The Chair and the Headteacher reported that it had been a valuable exercise that had validated the School's good governance.

**15.2.** Trustees challenged how often schools were required to undertake external Governance Reviews. The Headteacher reported that the Academies Handbook stipulated that this should be 'regularly'. SBM Services had advised that, as it had not been more specific, it was left for each school to define 'regularly'.

**15.3.** The Chair reported that the external Governance Review had not drawn their attention to anything of which the Trust Board had not already been aware; however, there were some points of suggested improvement that the Trust Board might want to consider as follows:

**15.3.1.** The Strategic Development Plan tended to focus primarily on the following academic year, and it was recommended that it should widen the scope.

**15.3.2.** Although the School had a Mission Statement, it was suggested that the Trust Board might develop a Vision Statement. The Chair added that the Mission Statement was due for review. This was discussed. Trustees challenged whether staff and pupils would be involved in the development of a Vision Statement. The Headteacher confirmed that all stakeholders would be engaged just as they had when the Mission Statement had been developed.

**15.3.3.** As the School did not have a Sustainability Policy, it was suggested that sustainability should be incorporated more into the Trust Board's strategy. See 17 for further discussion.

## **16. To review the updated Trust Board Monitoring Overview document**

The Chair of Trustees reported that this document had been updated by himself, the Headteacher and the Vice Chair to incorporate some of the outcomes of recent Trustee monitoring against SDP action points. Trustees agreed that it was a valuable document that evidenced the Trust Board's priorities, the implementation of those priorities by the School and Trustees' monitoring and assessment of those actions.

## **17. To discuss NGA's guidance on environmental/sustainability for schools & whether/how to implement this within BJS**

**17.1.** The Chair reported that he had attended a webinar on this topic. Although the Trust Board had not explicitly discussed the environment and sustainability a great deal, the School had incorporated learning about the environment in the curriculum and encouraged pupils to engage in sustainable forms of transport (ie walking to School). This was discussed. Trustees noted that sustainability was already inherent in the School's premises management (including recent work undertaken on the urinals, heaters, and boilers); hence, it was unlikely that much more could be done in that respect. Trustees challenged whether more could be done about the environment and sustainability in the curriculum. The Headteacher and Deputy Headteacher agreed that there was scope to do more and agreed to consider incorporating this into the Healthy School curriculum in the next academic year (**ACTION: Adam Graves**). The Chair reported that some schools had received funding for certain premises projects that promoted sustainability. The Headteacher agreed to raise this with

the School's surveyors for future projects as they would know how to access grants  
**(ACTION: Ann Robinson).**

**17.2. To approve FFMAR's recommendation that minutes should be retained electronically & to agree method for signing**

The Chair explained that virtual meetings during the pandemic had made it impossible to physically sign minutes for the last 2 years; hence, the recommendation for retaining and signing minutes electronically was for pragmatic as well as environmental reasons. The Headteacher reported that the IT Technician had investigated different software options and had recommended Docusign at a cost of £96 per annum for a 1-person licence to sign 4 documents a month. This was discussed. The Trust Board agreed that, as Trustee minutes were public but not legal documents and payment was not involved, it would be sufficient to insert a scanned signature. A Trustee reported that this method was used by local Courts. The Trust Board approved the recommendation that minutes should be retained electronically and signed electronically by the agreed method.

**18. Trust Board membership**

**18.1. To receive an update on progress in recruiting a new Community Governor**

The Headteacher reported that she had identified a person with appropriate experience and skills set to approach about becoming a Trustees. The Headteacher outlined the individual's profile and explained that she had governance experience, had knowledge of BJS (from being a parent of former pupils) and had business / personnel skills. This was discussed. The Trust Board noted that there was no immediate urgency in recruiting a new Trustee; hence, agreed that the Headteacher should approach the potential candidate in the summer **(ACTION: Ann Robinson).**

**18.2. To declare any pending changes**

There were none declared.

**19. To appoint new Parent Governor to committees**

The Trust Board appointed Laura Irvin to the Personnel Committee; the Staff Discipline & Dismissal Committee (and removed Adam Breathwick); the Pupil Exclusion Committee and Pay Committee. Andy Gilbert was removed from the Appeals Committee.

**20. To report on any Trainee training undertaken & to receive notification of new training opportunities**

**20.1.** The Link Trustee thanked Trustees for keeping him updated on their Continuing Professional Development (CPD) and asked any Trustee who had not already done so to notify him of any CPD that they had undertaken (including nil return) so that he could update his records **(ACTION: All).'**

**20.2.** The Link Trustee reminded Trustees to read the NGA guidance on planning governance visits that he had recently circulated **(ACTION: All).**

**20.3.** The Link Trustee explained that, as the outcome of the Trust Board's Skills Audit had not identified any collective area for development, it was for each Trustee to determine how to address their own areas for development **(ACTION: All)**.

**20.4.** The Link Trustee reported that he would be attending training on governance of staff wellbeing later that week.

**21. To discuss content of Trustees' next newsletter**

It was agreed that Aaron Mears would write the next newsletter **(ACTION: Aaron Mears)**. The Trust Board discussed and agreed that the next newsletter should mention the Billericay Community Trust Music Festival, Trustees' monitoring evening, Trustees' monitoring of White Rose Maths and the building projects. Stuart Fryd agreed to email the key points from his monitoring report to Aaron for inclusion in the newsletter **(ACTION: Stuart Fryd)**.

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

**22.1. Chair's approval of School Resource Management Self-Assessment (SRMSA) Checklist**

The Trust Board 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 Chair reported that the Headteacher had received a very complimentary email from a pupil's grandparent about the Music Festival and the positive impact that it had had on the pupil. The Headteacher reported that she had also received 3 other complimentary emails about the Music Festival. The Headteacher considered that the Music Festival had been of exceptionally high standard and had been uplifting for the pupils. A Trustee who had attended concurred. The Headteacher played a brief clip of a piano solo from the Festival.

**E POLICIES & PROCEDURES**

**24. To review the School Uniform Policy for compatibility with new non-statutory Government guidance**

The Headteacher explained that the School was unable to withdraw from its contract with its current uniform supplier (Mapac) at that time; however, a comparison exercise of uniform suppliers had evidenced that Mapac was offering a competitive price. The Headteacher recommended that the School should continue using Mapac. This was accepted. The Headteacher explained that the School was consistent with the new guidance's requirement to minimize the number of branded items that pupils were obligated to wear; BJS only insisted on pupils wearing 1 branded item (PE top) and this was not expensive. Pupils could choose whether to wear other branded items of the uniform (jumper, tracksuit). This meant that most uniform items could be purchased from any shop. BJS did not have sufficient space to facilitate a second-hand uniform exchange on-site as recommended in the guidance; however, there was a Buttsbury Second Hand Facebook page which the School could signpost parents to in the School prospectus. The Trust Board agreed that it was satisfied that the School's approach to uniform was compatible with the new guidance and that this information should be published in the School prospectus (as opposed to having a School Uniform Policy).

#### **25. To review the Health & Safety Policy**

The Trustee responsible for reviewing the Policy in detail, advised that it had not contained any substantive change. The Trust Board approved the Policy.

#### **26. To review the Anti-bullying Policy**

The Trustee responsible for reviewing the Policy in detail reported that this was not based on a model policy and differed in some respects from the policies of 4 other schools that he had compared it to. Some schools had a more detailed definition of bullying, and some detailed the interventions that would be put in place in the event of bullying. This was discussed. The Headteacher advised that it was not necessary to incorporate details about consequences in the Policy and that, overall, the definition in the Policy was sufficient and adequately met the typical occurrence at BJS but agreed to insert the word 'sustained' into the definition (ie 'repeated or sustained action') (**ACTION: Ann Robinson**). The Trust Board approved the Policy subject to that amendment.

#### **27. To review the Physical Interventions Policy**

The Trustee who was responsible for reviewing the Policy in detail was not present; hence, the Trust Board deferred this Policy until the next meeting (**ACTION: All**).

#### **28. To review the Inclusion Policy**

The Trustee who was responsible for reviewing the Policy in detail recommended its approval subject to the correction of an identified typographical error. The Trustee who was responsible for reviewing the SEND Policy in detail reported that, although the SEND Policy referenced the Inclusion Policy, this was not reciprocated. It was agreed that the Inclusion Policy should be amended to reference the SEND Policy. At the Trustee's recommendation, it was agreed that children of members of the armed forces should be added to the list of groups of children that the Policy applied to. The Trust Board approved the Policy subject to the agreed amendments (**ACTION: Ann Robinson**).

#### **29. To review the SEND Policy**

At the recommendation of the Trustee who had reviewed the Policy in detail, the Trust Board approved the Policy.

#### **30. To review the Trust Board Visits Policy**

The Trustee, who had reviewed the Policy in detail, recommended that the requirement for each Trustee to attend at least 1 of 2 monitoring visits per term should be changed to reflect the current practice of having 1 monitoring visit per term. All reference to 'Governor' should be changed to 'Trustee'. The Trust Board approved the Policy subject to those amendments (**ACTION: Ann Robinson**).

### **E CLOSURE**

#### **31. Any other business**

There was no other business.

**32. To confirm Trust Board & all other committee meeting dates for 2021-2022 as stipulated in BJS Trust Board Meeting Date Schedule 2021-2022**

The Board of Trustees confirmed its meeting dates for the year and noted that it would next meet on 14 July 2022, 7pm **(ACTION: All)**.

*(Meeting closed at 9.05pm).*

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

1. New regime for testing & reporting to parents approved (see 4.16.3).
2. Impetus Education Solutions for the Headteacher's School development Advisor / PMR external advisor for 2022/2023 (see 10).
3. Educational trips for 2022/2023 approved (see 11.1).
4. Trustee minutes to be retained & signed electronically (see 17.2).
5. Committee membership updated (see 19).
6. Ratification of School's SRMSA return (see 22.1).
7. Compliance with new Government guidance on School Uniform verified (see 24).
8. Health & Safety Policy approved (see 25).
9. Antibullying Policy approved subject to agreed amendment (see 26).
10. Inclusion Policy approved subject to agreed amendments (see 28).
11. SEND Policy approved (see 29).
12. Trust Board visits Policy approved subject to agreed amendments (see 30).

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

### **All**

1. To notify Link Trustee of CPD undertaken (including nil return) (see 20.1).
2. To read the NGA guidance on planning governance visits (see 20.2).
3. To determine how to address own areas for development re governance knowledge/skills (see 20.3).
4. To review Physical Intervention Policy as the next meeting (see 27).
5. To attend next meeting on 14 July 2022, 7pm (see 32).

### **Stuart Fryd**

1. To email key points from monitoring report to Aaron Mears for newsletter (see 21).

### **Adam Graves**

1. To consider incorporating environment/sustainability into Healthy School curriculum for 2022/2023 (see 17.1).

### **Aaron Mears**

1. To write next newsletter (see 21).

### **Ann Robinson**

2. To ask School's surveyors re possibility of accessing sustainability grants for future projects (see 17.1).
3. To approach potential Community Trustee candidate in summer (see 18.1).
4. To amend Antibullying Policy as agreed (see 26).
5. To amend Inclusion Policy as agreed (see 28).
6. To amend Trust Board visits Policy as agreed (see 30).

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

1. Trustees challenged use of White Rose Maths (see 4.8).
2. Trustees challenged how Year 4 would improve in Maths (see 4.12.4).
3. Trustees challenged whether lower Maths sets should have more support (see 4.15.2).
4. Trustees challenged Teachers' view of White Rose Maths (see 4.16.1).
5. Trustees challenged whether proposed new testing regime had any disadvantages (see 4.16.3).
6. Trustees challenged timing of parents' evenings (see 4.16.3).
7. Trustees challenged the reason for an SDP target being RAG rated as red (see 9).
8. Trustees challenged obligation to implement SRMA's recommendations (see 14.1).
9. Trustees challenged frequency of external Governance Review (see 15.2).
10. Trustees challenged whether staff and pupils would be involved in development of a Vision Statement (see 15.3.2).
11. Trustees challenged whether curriculum could address environment and sustainability more (see 17.1).

Part A Minutes Approved

Signed by Chair: ..... Date: .....