



**Non-Confidential Minutes of the Local Governing Body Meeting  
held on Monday 19th October 2020, 5.00 pm by video conference call**

<b>In the Chair:</b>	Richard Stamper (Chair)
<b>Present:</b>	Oliver Fawdry (OF), Karen Fogden (Vice Chair), Rob Pavey (Headteacher), Jessica Rogers (JR), Jane Tuck (JT)
<b>In attendance:</b>	Liam Bampton (LB), Robert Bown (RB), Charlotte Broom (CB), Emma Hart (EH), Ben Hegedus (Head of HR), Saima Hussain (SH), Hugh Nelson (HN), Louise Marsh (LM), Judith Geddes (Clerk)
<b>Apologies:</b>	Andrew Allison

	<b>Minutes</b>	<b>Action</b>
	<b>Items for Discussion</b>	
	This meeting was held by video conference call following government advice due to the impact of the Covid-19 pandemic.	
<b>1.</b>	<p><b>Welcome, apologies for absence and declaration of interests</b></p> <p>Apologies for absence were received and accepted from Andrew Allison.</p> <p>The Chair advised that Paul Davies has resigned as a Governor with immediate effect. The Governing body acknowledged Paul's diligence and effectiveness during his time as a governor.</p> <p>The meeting was quorate.</p> <p><b>Declarations of interest</b></p> <p>There were no declarations of interest received for any items on the agenda.</p> <p>Updated Pecuniary Interest statements were circulated to Governors for completion prior to the meeting.</p>	
<b>2.</b>	<p><b>Election of Chair and Vice Chair</b></p> <p>It was unanimously agreed that the current Chair and Vice Chair will continue in their roles for this academic year.</p>	



<b>3.</b>	<b>Update on Parent Governor Election</b>  The Clerk advised that five nominations have been received for the one outstanding vacancy of parent governor. The Clerk added that she was awaiting confirmation from nominees of their personal statement to be included on the election form before this is finalised and sent to parents to vote for their preferred candidate.  The Chair advised that there was a vacancy on the LGB for a further staff governor and agreed that letters and forms used previously for this type of election can be used again. The Clerk will arrange this.  <b>ACTION: CLERK</b>  A discussion followed as to how to appoint governors to fill the two further outstanding vacancies on the LGB. It was agreed to ask Governors for Schools to submit application forms from any suitable candidates. The Clerk will contact Governors for Schools regarding the current LGB vacancies.  <b>ACTION: CLERK</b>	  <b>CLERK</b>  <b>CLERK</b>
<b>4.</b>	<b>Non-confidential minutes of the last meeting held on 6th July 2020, for approval, and any matters not addressed in the rest of the agenda</b>  The non-confidential minutes of the previous meeting of 6th July 2020 were approved.	
<b>5.</b>	<b>Link Governor appointments</b>  The following link governor appointments were agreed:  Jane Tuck – Rumble Museum Oliver Fawdry – Careers	
<b>6.</b>	<b>Link Governor reports</b>  Link Governor reports had been updated to the Link Governors visits spreadsheet and circulated to Governors via Governor Hub for review prior to the meeting. Link Governors highlighted the following main points: <ul style="list-style-type: none"><li>- No concerns with regards to either KS4 attainment or P.E.</li><li>- Ongoing issue with the Sixth Form roof, which is leaking. The Headteacher responded that this issue should be resolved by Christmas.</li><li>- Concern that Year 12 students are not having the usual opportunity to be role models around the school due to year group bubbling.</li><li>- Cheney virtual open day for Year 7 held on 14th / 15th October was promoted very late compared to other schools.</li><li>- Increasingly large number of students in need of high level support from the SEND team, which continues to be dedicated and working well together.</li><li>- SENCo feels very unsupported by the Local Authority (LA). The LA is expecting Cheney to fund high level needs with lack of notice and no additional funding. This is not only taking a vast amount of Cheney staff time but also the lack of joined up action is affecting the education of the students. Will joining the River Learning Trust provide greater leverage when dealing with the LA? The</li></ul>	



	<p>Headteacher advised that Annaliese Dodds (the local MP) has visited Cheney and is aware of the current difficulties in dealing with the LA.</p> <ul style="list-style-type: none"> <li>- Some poor behaviour witnessed at the end of break time during a school visit with students out of lessons. Strategies are being put in place to manage the challenging gang mentality of Y10 students, who have returned to school showing more challenging behaviour.</li> <li>- Members of the English department are finding peripatetic teaching around the school a real strain. This was highlighted during the Chair's link meeting with the English department, but was also felt by other teaching staff in other departments.</li> <li>- Some concerns over the quality of IT systems. On occasions it can take up to 10 mins to load programs at the start of the lesson. The Headteacher replied that the IT issues are in hand and that the IT department are working hard to roll out chrome books.</li> <li>- Work being carried out in the library is very impressive.</li> <li>- Concern that the change of line management may lead to the library being seen as an adjunct to the English Faculty rather than a whole-school resource.</li> <li>- Year group bubbling has provided Year 7 students with a smooth introduction to secondary school.</li> <li>- Very impressed with the blended learning approach and current position of systems and process in place if the school was to go into lockdown.</li> </ul>	
<p><b>7.</b></p>	<p><b>Final SIP for new academic year 2020/2021</b></p> <p>The 2020/2021 SIP was sent to Governors to read prior to the meeting. The Headteacher highlighted the following key areas:</p> <ul style="list-style-type: none"> <li>- Priority 1 relates to post-Covid recovery actions and Priority 2 is concerned with vulnerable students including attendance, pastoral, teaching and learning.</li> <li>- Procedures around attendance have been tightened up. Ongoing reviews will be carried out regarding recording of attendance and ensuring that students with absences of greater than 5% are identified early and that attendance plans are put in place promptly and absences monitored.</li> <li>- With regards to pastoral issues, a new house system is being introduced, a survey to assess barriers to engagement is being carried out and a revised Respect for Learning (RfL) policy is to be introduced clearly and effectively.</li> <li>- There is a sustained focus on access for vulnerable students regarding teaching and learning and ensuring students with SEND receive appropriate specialist support and intervention and appropriate in-class provision which supports their progress.</li> <li>- Introduce School within a School to re-engage students with learning, prevent exclusions and enhance both well-being and academic attainment.</li> </ul> <p>The Chair asked why there were no success criteria in relation to the "Survey to assess barriers" action? The Headteacher responded that this will be updated for the next LGB meeting in December.</p> <p><b>ACTION: HEADTEACHER</b></p> <p>The Governors asked whether remote learning was to become standard teaching practice after the Covid-19 lockdown? The Headteacher replied that there was value in this type of teaching particularly for students in internal exclusion, for example, and also for students with ASD who are</p>	<p><b>HEADTEACHER</b></p>



	<p>unable to attend school in person, and that remote teaching is better than just providing a cover lesson. This will be reviewed later in the academic year.</p> <p>The staff governor was concerned that any decisions on remote learning should be taken in close association with staff members' views and concerns.</p> <p>The Chair commented that the outline of the SIP looks good and as an LGB, Governors need to review and ensure that the SLT are meeting these targets throughout the academic year.</p> <p>It was agreed that the SIP should be included as an agenda item at the end of term 4 (March 2021) and term 6 (July 2021) LGB meetings. The Clerk will include this on the relevant agendas.</p> <p><b>ACTION: CLERK</b></p> <p>There were no further questions and the Governors approved the SIP.</p>	<p><b>CLERK</b></p>
<p><b>8.</b></p>	<p><b>Pupil premium strategy</b></p> <p>The draft 2020/2021 Pupil Premium (PP) strategy was sent to Governors to read prior to the meeting. The Headteacher highlighted the following key areas:</p> <ul style="list-style-type: none"><li>- Total Pupil Premium budget of £347,142.</li><li>- Large attainment gap between pupil premium and non pupil premium pupils.</li><li>- Unlikely to spend discretionary money as would have been the case on trips etc as a result of Covid-19 restrictions.</li></ul> <p>The Governors raised the following questions:</p> <ul style="list-style-type: none"><li>- Do we have any new students on the Free School Meals (FSM) register? The Headteacher answered that other than Year 7 students, there have not been any other applications.</li><li>- Should we wait for parents to apply or encourage them to do so? The Headteacher replied that everyone who qualified 3 years ago will still be eligible but will give an additional nudge.</li></ul> <p><b>ACTION: HEADTEACHER</b></p> <ul style="list-style-type: none"><li>- What percentage of those accessing counselling are PP students? What is the reason for apportioning counsellor time in this way rather than by need of all students? What percentage are you intending? What percentage of students are eligible for PP? EH replied that the percentages will be removed from the document. All those students needing counselling are referred to the school counsellors and therefore these statistics are not going to be relevant</li><li>- Did any trips take place? EH responded that very few trips occurred but those that did take place included the indoor rowing competition in London, Tate modern, BBC Birmingham and the Natural History Museum. Overall, most trips were for sixth form students and therefore very few PP students attended.</li><li>- For 2020-2021, the PP strategy has been written with the coordination of fewer members of the team due to the restructuring of the school. Therefore, certain</li></ul>	<p><b>HEADTEACHER</b></p>



	<p>elements of the previous provision from 2019-2020 are no longer viable. Which elements? EH said that mindfulness training is no longer carried out in KS3 or the primaries. The Looked After Children (LAC) team will not be contributing to additional maths and English provision. The Mental Health Lead will no longer be overseeing this role. (These staff were all part of the restructuring process.)</p> <ul style="list-style-type: none"> <li>- Current attainment is stated. There are no objectives that address the attainment measures specifically. Is that intended? EH responded that data this year has been noted but it is not being used to set measures due to the nature of how it was collated.</li> <li>- It would be easier to see how the planned actions relate to the intended outcomes if the "Intended Outcome" column in the table on p3-6 referenced the listed outcomes (A-G) from p2. Possibly that was the intention of the form? EH stated that she will cross reference these.</li> </ul> <p><b>ACTION: EH</b></p> <ul style="list-style-type: none"> <li>- What was the PP budget for 2019/20? Did the school spend more than was budgeted for in 2019/2020? EH confirmed that the school did spend more than the budget of £387,000 for 2019/2020.</li> </ul> <p>There were no further questions.</p> <p>The Chair thanked EH for her report.</p>	<b>EMMA HART</b>
<b>9.</b>	<p><b>Draft Annual SEND Report</b></p> <p>As the draft annual SEND report was only circulated to the LGB earlier today, the Chair asked the Governors to read this offline and feedback their comments to EH.</p> <p><b>ACTION: GOVERNORS</b></p> <p>The Clerk will put this item on the agenda for the next LGB meeting in December 2020.</p> <p>The Vice Chair highlighted the fact that it is a requirement to have the SEND report on the school's website.</p>	<b>GOVERNORS</b>  <b>CLERK</b>
<b>10.</b>	<p><b>Update on Curriculum Model</b></p> <p>The Headteacher confirmed the following curriculum changes at Cheney:</p> <ul style="list-style-type: none"> <li>- a move from a 2 year to a 3 year Key Stage 3, to increase the breadth of the curriculum</li> <li>- a move from 4 options to 3 options at Key Stage 4, to ensure a depth of learning</li> <li>- creation of enrichment in Year 9 and citizenship opportunities in Years 7 and 8</li> </ul> <p>The Governors asked whether parents had received communication around changes to the curriculum?</p>	



<p>After a discussion, it was agreed that a letter should be sent out to Year 7 and Year 8 parents.</p> <p><b>ACTION: HEADTEACHER</b></p> <p>A further discussion followed regarding the changes to the curriculum and the Governors asked the following questions:</p> <ul style="list-style-type: none"><li>- Is the type of work studied by current Year 9 students in e.g. music and textiles, who have started their GCSE courses different to the content that would be delivered if the whole year group were studying such subjects? The Headteacher replied that he did not feel that a change in the curriculum was a major threat to a loss of content in such subjects. The Vice Chair noted that behaviour in Year 9 classes for a year group who had not chosen options would need to be good.</li><li>- The change in curriculum may result in less engagement from students who are no longer interested in studying certain subjects any more? The Headteacher said that he believed that this was not a sufficient argument for a 2 year Key Stage 3 and that a 2 year Key Stage 4 works well.</li><li>- Are all staff aware of the curriculum change? LM replied that English has always had a 3 year Key stage 3 and that it makes no difference to core subjects. The Vice Chair noted that Trustees would have liked to be able to take a view on curriculum changes and were not consulted.</li><li>- How are enrichment classes going? LM responded that Year 9 students have one enrichment lesson for one hour per week where skills such as finance and conflict resolution are taught. LM advised that during the trial lockdown, she had 100% online attendance from the students in her class. The Vice Chair also commented that current Year 11 students at Cheney were in a stronger position to sit their GCSE exams following the remote learning during Covid as they had started their option GCSEs when they were in Year 9.</li></ul> <p>There were no further questions.</p>	<p><b>HEADTEACHER</b></p>
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## 11. COVID-19 Status

The Chair advised that he is holding weekly meetings with the Headteacher on this issue and that the school has carried out very impressive work in this area.

The Headteacher referred to a document circulated to Governors prior to the meeting and highlighted the following areas:

- Measures currently in place and fully embedded include establishing year group bubbles, additional cleaning rotas, webcams bought and distributed to every member of staff and trial lockdown days.
- Measures in hand but not yet fully embedded include wearing masks in corridors, live-streaming lessons, Chromebook loan on day 2 of absence to families with connectivity problems, purchase of Chromebooks for Free School Meal children (order has been placed; delivery date has not yet been confirmed but this is not likely before Christmas).
- Some socially distanced clubs and sports are taking place.
- With regards to specialist rooms, IT classes are in the right rooms, all Year 11 food technology and DT students have access to a specialist room but this is not yet in place for Year 10 pupils. Also, music technology is not yet taking place in a specialist room and this is becoming urgent as pupils require access to correct equipment. Difficult to provide a full education without specialist rooms.

The Headteacher stated that he would like to return to using specialist rooms from January 2021 provided that i) Covid-19 infection rates are going down and ii) the school obtains agreement of staff and parents. Looking to make a decision on this at the end of November / beginning of December. This will also help supervision during change over between lessons and enhance staff well-being who are currently not in their own space. The disadvantages are mixing of year groups and any track and trace outbreak may lead to larger numbers of pupils having to self isolate. Although, this can be mitigated by having one way systems in buildings and enforcing mask wearing.

The Chair commented that measures such as one way systems and mask wearing can help increase protection and it is advantageous to have staff in their own classrooms. However, the national context may affect what the school can do.

The Governors raised the following questions:

- If students join lessons via Chromebooks, how does the school record their attendance?  
HN replied that the school records students being educated offsite as a B code. There is no specific code for joining by video link. However, as the school knows which students are accessing provision from Meadowbrook, for example, by default the remaining students with a B code will be those joining lessons via Chromebook.
- Will staggered breaks still continue if a move to specialist rooms is put in place?  
The Headteacher confirmed that nothing else will change except where lessons are being taught.
- The 5 minute early bell is already an issue and to add another layer such as a 3 minute bell may add confusion?  
The Headteacher stated that this was one of the disadvantages of a split break and that this may be an issue.

There were no further questions.



<p><b>12.</b></p>	<p><b>Staffing including staff recruitment and blind shortlisting</b></p> <p><b>Staff recruitment</b> An anonymised report on staff leavers and joiners in 2019/2020 had been circulated to Governors for review prior to the meeting. The Head of HR explained that the majority of staff left for personal reasons and that there are no concerning threads across the school as a whole or in particular departments. All leavers have had exit interviews.</p> <p><b>Blind Shortlisting</b> The Head of HR advised that the school has been tasked by the diversity group to trial blind shortlisting. This involves producing applications without personal information for the shortlisting panel. Applicants are identified by initials alone. This has gone smoothly and will be the process going forward.</p> <p>The Headteacher asked if this process was highlighted in job adverts? The Head of HR responded that it was shared as part of the advertising process.</p>	
<p><b>13.</b></p>	<p><b>Policy review</b></p> <p>The following draft policies were circulated to Governors for review prior to the meeting:</p> <ul style="list-style-type: none"><li>i) Child Protection and Safeguarding Policy</li><li>ii) Respect for Learning (RfL) Policy</li><li>iii) Cheney School Provider Access Policy</li><li>iv) Cheney School Careers Provision Policy</li></ul> <p>The Governors raised the following questions:</p> <ul style="list-style-type: none"><li>- Year 11 and Year 13 students did not participate in work experience last academic year due to Covid-19 restrictions. How will this be made up? The Headteacher advised that this will not be made up, although Year 13 do have the opportunity to apply individually.</li><li>- If the school doesn't provide opportunities for work experience for Year 11 then we do them a disservice. Can the school think of alternative provisions such as inviting employers to the school? LB answered that the school is currently looking at ways of setting up virtual meetings with employers in term 3 or term 4 and are talking to Cherwell School regarding this issue, as Jason Davis is the careers adviser for both schools.</li><li>- The RfL policy sets out a list of responsibilities for Governors which they are being asked to monitor through a range of indicators. What are these indicators? HN replied that the indicators will be visits to the school and discussions with staff members.</li><li>- Governors were not comfortable just relying on visits to school to monitor the RfL policy and asked what other options are available? HN said that discussions with specific staff and student panels will help with monitoring the RfL policy. The Chair agreed that it is important to get parent and student views of the RfL policy. HN added that it would be useful to appoint a RfL link Governor to provide support and a critical eye over the policy.</li></ul> <p>Subsequent to the meeting, the Vice Chair put herself forward as the RfL Link Governor.</p>	





	<p>The Governors approved the Child Protection and Safeguarding Policy, the Cheney School Provider Access Policy and the Cheney School Careers Provision Policy.</p>	
<p><b>14. Any other business</b></p> <p><b>School Term Dates</b> Draft school term dates for 2021/22 had been circulated to Governors for review prior to the meeting.</p> <p>The term dates for 2021/2022 were approved.</p> <p><b>School Website</b> The Governors raised the issue of the school website and how difficult it is to find the Respect for Learning Policy, for example. The Headteacher agreed that the structure of the website should be revised to make it easier for parents to use and he will look into this.</p> <p><b>ACTION: HEADTEACHER</b></p> <p>The Governors asked about the end time of 3pm currently showing on the calendar on the school's website instead of 3.10pm. The Headteacher replied that this was part of the reopening of the school and will likely change back to 3.10pm when students are back in their normal classrooms.</p>	<p><b>HEADTEACHER</b></p>	
<p><b>15. Confidential items</b></p>	<p>Confidential items are minuted separately.</p>	
<p><b>16. Dates of next LGB meeting</b></p>	<p>Date of next meeting: Monday 14th December 2020 @ 5:00pm.</p> <p>The meeting ended at 7.21pm.</p>	