



**Non-Confidential Minutes of the Local Governing Body Meeting  
held on Monday 1st February 2021, 5.00 pm by video conference call**

<b>In the Chair:</b>	Richard Stamper (Chair)
<b>Present:</b>	Andrew Allison (AA), Claire Edwards (CE), Oliver Fawdry (OF), Karen Fogden (Vice Chair), Usman Nasir (UN), Rob Pavey (Headteacher), Jane Tuck (JT)
<b>In attendance:</b>	Liam Bampton (Assistant Headteacher and DSL), Robert Bown (RB), Charlotte Broom (CB) (until item 12), Louise Elias (LE), Emma Hart (EH), Saima Hussain (SH), Louise Marsh (Deputy Headteacher), Judith Geddes (Clerk)
<b>Apologies:</b>	Ben Hegedus, Hugh Nelson, Jessica Rogers and Laura Waller

	Minutes	Action
	<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 Ben Hegedus, Hugh Nelson, Jessica Rogers and Laura Waller.</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>	
<b>2.</b>	<p><b>Non-confidential minutes of the last meeting held on 14th December 2020, for approval, and any matters not addressed in the rest of the agenda</b></p> <p>The non-confidential minutes of the previous meeting of 14th December 2020 were approved.</p>	
<b>3.</b>	<p><b>Update on Non-confidential action points from previous meeting</b></p> <p>The following non-confidential action points remain outstanding:</p> <ul style="list-style-type: none"> <li>- Include the SIP as an agenda item at the end of term 4 (March 2021) and term 6 (July 2021) LGB meetings. (Clerk)</li> <li>- Include "Diversity on LGB" as an agenda item for the LGB meeting of 29th March 2021. (Clerk)</li> </ul>	<p><b>CLERK</b></p> <p><b>CLERK</b></p>



	<p>The Vice Chair asked for an update on the state of the roof of the Sixth Form? The Headteacher advised that this will be repaired next week.</p>	
<b>4.</b>	<p><b>Link Governor reports</b></p> <p>Link Governor reports had been updated to the Link Governors visit spreadsheet and circulated to Governors via Governor Hub for review prior to the meeting. There had only been one link governors meeting between OF and Jason Davis since the last LGB meeting in December. The following points were highlighted:</p> <ul style="list-style-type: none"><li>- Work experience has been disrupted due to Covid-19 restrictions and the national lockdown.</li><li>- There is the possibility of virtual work experience next year.</li><li>- The Oxford Biomedica talk is to be held virtually.</li><li>- The Tutor Time resources for careers look very promising. OF has only seen resources for Year 9 so far.</li><li>- GATSBY figures are down this year due to Covid-19 but anticipate that these will rise next year.</li><li>- Two employment advisors from careers enterprise are supporting the school.</li></ul> <p>The Assistant Headteacher and Designated Safeguarding Lead (DSL) added that the school is looking into NHS work experience and that all Year 9 students will be drafting a CV as part of the enrichment curriculum.</p> <p>The Vice Chair asked about Years 10 and 11? The Assistant Headteacher and DSL responded that these students will be developing their CVs during Tutor time.</p> <p>The Vice Chair asked if the school was fulfilling its obligations under the Baker Clause? The Assistant Headteacher and DSL advised that a meeting will be held with all Career Leads in the next couple of weeks to ascertain how to fill any gaps.</p> <p>There were no further questions.</p> <p>The Chair reminded link governors to arrange visits with their school contacts as and when they can.</p>	
<b>5.</b>	<p><b>Covid-19 status</b></p> <p>Detailed reports were sent to Governors to read prior to the meeting. The Governors raised the following questions:</p> <ul style="list-style-type: none"><li>- If attendance is approximately 85%, where are the other 15% of students (approximately 35 per year)? The Headteacher replied that the table in the report shows that 85% of lessons are being attended and 15% of lessons are not, rather than 15% of students not attending. He added that very few students, only around 3 or 4, are not engaging with online lessons.</li><li>- The DfE requirement to backfill the registers with code 'X', not 'B' as we were told Cheney would use (October 2020 LGB meeting), keeps no permanent record of whether students were attending online lessons. How are Cheney keeping this record of online attendance?</li></ul>	



<p>The Headteacher advised that the school has a good tracking document which shows exactly who has been attending lessons and who hasn't. He added that the school has the ability to look at each individual student to view their attendance but unfortunately, this cannot be collated over all students.</p> <ul style="list-style-type: none"><li>- Is there a way to ascertain how engaged the students are with online lessons? The Headteacher replied that the school has good examples of students handing in work and has good knowledge of the standard of work being produced. However, the Headteacher also acknowledged that obtaining feedback on student engagement is harder online.</li><li>- If a student is not engaged throughout all their lessons is there a mechanism to follow this up? CB answered that Year teams have oversight of the trends of a student's participation over all their lessons and are working hard with students who are not engaging.</li><li>- How much do you feel you need to do with regards to lateral flow tests? The Headteacher responded that plans are in place to do 2 tests of all students on return to school. However, this will lead to significant disruption of around 2 days of school and a large input of staff time is needed to finalise preparations and chase consent. However, the Headteacher stated that there was doubt about whether this will go ahead, given changes in government guidance.</li><li>- How are staff feeling compared with earlier in the term? CB replied that although the current situation is stressful, staff well-being is more positive. LM added that the results of a recent staff survey show that teachers are more confident in delivering online lessons. The concern now is the amount of time students and staff are spending looking at screens during the day. As a result, lunch time has been extended.</li></ul> <p>With regards to future plans, the Headteacher commented that he anticipates a high level of disruption when the school reopens to all students. His two ideas to mitigate this are:</p> <ul style="list-style-type: none"><li>i) make masks compulsory at all times indoors</li><li>ii) have only half year groups in school at any one time on wider reopening to reduce population density in classrooms, although the RSC may object to this.</li></ul> <p>The LGB discussed these ideas and agreed to them in principle but acknowledged that Governors will need to revisit this question when the school reopens to all students. It was further agreed for the Headteacher to carry out a parental survey on this issue to gauge their level of support.</p> <p><b>ACTION: HEADTEACHER</b></p> <p>There were no further questions.</p>	<p><b>HEADTEACHER</b></p>
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<p><b>6.</b></p>	<p><b>Safeguarding update</b></p> <p>A safeguarding update report had been circulated to Governors to read prior to the meeting. The main points highlighted were:</p> <ul style="list-style-type: none"><li>- 115 learners open to Social Care.</li><li>- Weekly welfare checks are taking place for all students that are open to Social Care, have an EHCP or access the school's onsite alternative provision.</li><li>- All families have been contacted that were open to Social Care offering the Onsite Provision. Professionals are also working with these families.</li><li>- Laptops have been loaned to those students that were classified as "Vulnerable" to support them engaging with online learning.</li><li>- Additional laptops and resources were provided by Social Work for those extremely vulnerable families.</li><li>- Food parcels have been collected or delivered to those that requested these.</li><li>- For the week beginning 18th January 2021, 74 learners attended school each day.</li></ul> <p>The Governors raised the following questions:</p> <ul style="list-style-type: none"><li>- How many of the "115 learners open to Social Care" are attending on-site provision? The Assistant Headteacher and DSL replied that 18 were attending school..</li><li>- What percentage of students, not just vulnerable students, are receiving a welfare phone call? The Assistant Headteacher and DSL said that the check of vulnerable students consists of speaking to the child and parent/carer on the phone. With regards to other students, it is possible to see them joining their lesson.</li><li>- Are students on-site attending the same lessons as those off-site? The Assistant Headteacher and DSL confirmed that students on-site do attend the same lessons as those off-site but they receive additional support with Teaching Assistants and Behaviour Improvement Staff. He added that professionals are also working with students when on site.</li></ul> <p>There were no further questions.</p> <p>The Chair thanked the Assistant Headteacher and DSL for his report and all of his and his colleagues' hard work.</p>	
<p><b>7.</b></p>	<p><b>SEN Provision for September 2021</b></p> <p>The Headteacher referred to the SEN report which had been sent to Governors to read prior to the meeting and highlighted the following key areas:</p> <ul style="list-style-type: none"><li>- Intention is to replace catch-all SEND classes in Year 7 and Year 8 (currently 7-STAR/8-STAR) with a separate Nurture/SEMH (7-Up) and Literacy group in each year.</li><li>- Introduce additional SEND lessons for Y9 students and alter the curriculum in core subjects. English, maths and science will offer the Entry Level Certificate as a pathway to GCSE (Foundation Tier) and SEND Core Subject Support will provide overlearning, preparation, and support with coursework and homework in all three core subjects.</li><li>- Introduce a SEND "Quiet Hub" and Pastoral Leader.</li><li>- Extend the remit of the Literacy/EAL team.</li></ul>	



- Over the longer term, enhance the remit of Cheney Plus.
- Over the longer term, perhaps for September 2022, develop a vocational offer.

The Governors raised the following questions:

- It would be useful to state the objective(s) which are, presumably, to give students who would at present be in 7-STAR/8-STAR access to a broader curriculum, plus better-tailored support for their particular needs?

LE replied that the objectives of 7-Up (the nurture group) are:

- to provide the necessary help to remove the barriers to learning for students with SEMH or attachment needs
- to provide a space where children learn academically and socially to develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving
- for students to be supported whilst still remaining an active part of their main class groups.

She added that the objectives of 7-STAR (the literacy support group) are:

- to support students with moderate or specific learning difficulties, ASC or speech, language and communication needs to make accelerated progress in literacy and numeracy
- to equip students with the necessary language skills to engage in mainstream secondary school lessons
- for students to be supported whilst still remaining an active part of their main class groups

- Can you define what success looks like, so that you can monitor how you're doing?

LE responded that success in 7-Up will be measured using Boxall Profiles, which look at a child's developmental needs and behaviours across five strands. Progress within each strand is measured termly, informing teaching and readiness to phase into full-time mainstream lessons. The profile itself identifies expected standards and readiness. Success in 7-STAR will be measured using standardised reading comprehension assessments including NARA or NGRT, Lucid EXACT and possibly Lexia. Baseline assessments will inform progress measures for each child, but success for each student will be very different.

- Are the number of students the same?

LE stated that currently 20 students are a couple of years behind on their literacy and numeracy. Ideally the school would be looking to have a maximum of 12 students in each class.

- How do you communicate with parents about curriculum choices?

LE replied that the SEN team works closely and has lengthy conversations with parents around option choices at the end of Year 9. EH stated that for Year 6 students, the criteria for 7-STAR, School within a School, Cheney Plus and now 7-Up will be communicated with students and parents. SH added that the maths department will be contacting parents of all students involved.

- Are there any costs to this proposal?

The Headteacher responded that the proposal will work out cost neutral and current resources will be rearranged to increase efficiency.

There were no further questions.



## 8. Covid-19 catch up funding

A report had been circulated to Governors for their review prior to the meeting.

The Deputy Headteacher (LM) highlighted the following key points:

- The Government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus.
- Cheney school currently has 1577 children on roll and is likely to receive £104,000. The total amount has not yet been received.
- £50,000 has been allocated to providing chromebooks / laptops for students to help remove digital barriers.
- £25,000 has been shared amongst the Head of Faculties. This can be spent up to Year 11.
- Remaining £25,000 has not yet been received (Year 7-10). The school will look to identify students most in need and look at how these can be addressed with the funding available.

The Governors raised the following questions:

- The Government's plans for 'covid catch up' seem to have been built on the idea of missed school time in April - July 2020 followed by a return to school as normal in September 2020. This is clearly not the case, so how can our plans adapt?  
LM replied that the school is spending more on resources which support online and home learning and less, at the moment, on additional in-person teaching and tutoring such as holiday sessions. Cheney's focus at the moment is on making the school's online provision as good as possible and as in-line with the normal curriculum as possible. The school is also waiting to see the outcome of the Ofqual consultation while doing sensible teacher-assessed tasks.
- The general rationale given seems sound (access to resources for students and to support quality first teaching, plus supporting well-being and engagement), but even where there is planned expenditure, in most categories it does not come close to the allocation. The impression given is that we are struggling to know how to use this funding. Has planning developed beyond this?  
LM answered that the school has spent all funds that have been received on laptops. The school is expecting to receive the remaining funds in the next few months. The Year 11 spend is coming through quite regularly - Head of Faculties (HOF) know what they want to spend it on - some need the resources immediately and some want them closer to the 'assessment' time. Many HOFs also want to spend some of it on paying our own teachers to deliver in-person catch up sessions - these have necessarily been put on hold in the short term. The Year 7-10 spend was always planned to happen later and this is currently being looked at. The third lockdown has meant that this spend is a bit more delayed than anticipated.
- Have teachers/departments identified which students have been most affected by the COVID disruption and are framing their spending of the £100K with these students in mind?  
LM stated that half the £100K spend has been for students who are most affected by "digital poverty" - supplying access to home learning that they wouldn't have had otherwise. She added that the usual data analysis is showing which students' outcomes are most at risk - and in Year 11 resources are going where there is specific need as well as shared, general need in the year group. The £25,000 allocation to Heads of Student Progress in Years 7-10 is for just that - and is an ongoing piece of work.



## 9. Curriculum plans

The Headteacher referred to a staffing model which had been sent to Governors to review prior to the meeting. The following key areas were highlighted:

- KS3 is now 3 years so options subjects continue for a further year: increase in DT, humanities and creative arts; decrease in science.
- Year 12 courses which are no longer likely to run are photography, BTEC Food and Nutrition, BTEC ICT.
- The Year 12 philosophy course is in doubt.
- There will be a new Year 12 course in psychology, subject to a suitable candidate being appointed.
- Cheney teachers teach less than the national average. Full time teacher: 44/50 lessons taught per fortnight.
- Cheney school gives more remission to staff than similar schools.
- The number of non-teaching periods for year leaders was deemed to be large and would need to be addressed.
- Cheney School has too many science teachers.

The Governors raised the following questions:

- Will it be difficult to change the staffing model?  
The Headteacher replied that it has to change due to the school's long term financial position. He added that a full time DT teacher is required together with a Psychology teacher in the Sixth Form. Beyond this, the school is unlikely to replace staff who leave.
- If you have teachers with more remissions can they be used in another area to offset this?  
The Headteacher answered that this is already being done but the danger is that it becomes a fixed feature and the school has to keep staffing at these levels.
- What is your target?  
The Headteacher said that his target was to reduce teaching staff by 3 or 4 and reduce administration staff by 2 or 3. However, this is subject to caveats since if no science teachers leave but a music teacher does then the music teacher's position will need to be filled.
- Will joining RLT not reduce the number of administration staff?  
The Headteacher commented that some administration staff are covered by CSAT contracts and are not Cheney employees.
- The paper is headed "Staffing model including costs", but contains no explicit information on costs. After taking into account all the factors discussed, what is the net effect? Presumably a set of teaching staff better matched to the teaching load, and with less remission, so covering the lessons to be taught more cost effectively. With a quantified cost saving?  
The Headteacher responded that there is an increased cost in Sixth Form in order to teach Further Maths properly. He added that psychology will hopefully break even as it is a popular course.



<p><b>10. Year 11 data</b></p>	<p>A data report highlighting Year 11 Autumn 2020/2021 information had been circulated to Governors prior to the meeting. The following main points were highlighted:</p> <ul style="list-style-type: none"> <li>- Cheney Progress 8 score is -0.08</li> <li>- 20% of students are getting less than Grade 4 in both English and Maths</li> <li>- 39% are getting Grade 5 and above in English and Maths</li> </ul> <p>The Governors asked the following questions:</p> <ul style="list-style-type: none"> <li>- Maths is looking weak with 38% of entries not expected to get a “weak” pass (grade 4). What’s the plan to turn this round? The Headteacher acknowledged that the Maths results in the mock exams were weak but the teachers were very harsh with their grade boundaries. SH added that she was not worried about the results at this stage. The Headteacher said that a number of interventions have been put in place to help students with maths. SH also said that the introduction of exam practice has helped students enormously since they returned to school in September. The Headteacher added that next year’s SIP will focus on raising outcomes across the board. CB stated that since the last LGB meeting, plans have been put in place in response to the Year 11 data with a whole suite of interventions running online</li> <li>- How much teaching of new content happened during March-July last year? SH responded that students have been better engaged than during the first lockdown and have been very active in response to their own progression in maths. She added that the maths department has worked hard on ensuring that all key concepts have been covered this year, including revisiting those that were covered during March-July 2020.</li> <li>- Were a similar number of students achieving the higher grades previously? LE answered that last year around 30% achieved a grade 7-9 in Maths and English. CB added that some of the interventions in place are aimed at helping students achieve the highest grades (grades 7 and above).</li> <li>- Students in the middle not fulfilling their potential is a common issue. What research is there around to help to address this? CB replied that in the last set of exams the area of vulnerability were low prior attainers, PP and SEN students but the PP data this time around looked good and the gap was with SEN students.</li> </ul> <p>There were no further questions.</p>	
<p><b>11. Policy reviews</b></p>	<p>The draft Medical Policy was circulated to Governors for review prior to the meeting:</p> <p>The Governors raised the following questions:</p> <ul style="list-style-type: none"> <li>- There is frequent mention of “the nurse” in the policy. Do they still attend the school? LE confirmed that there is a school nurse (Caroline Smith) in place.</li> <li>- Is there a specific person whose role is to look after student medication? LE confirmed that one person has this written into their job description and she will amend the policy to include their job title.</li> </ul> <p><b>ACTION: LE</b></p>	<p><b>LE</b></p>



	<p>The Governors approved the policy subject to the agreed amendment.</p> <p>CB left the meeting at 7.01pm.</p>	
<b>12.</b>	<p><b>Diversity on LGB</b></p> <p>The Chair advised that this issue relates to how well the LGB can execute its role if it is not diverse. As this issue had been raised by a Governor who was not able to make this meeting, it was agreed to revisit this issue at the next LGB meeting in March.</p> <p><b>ACTION: CLERK</b></p>	<b>CLERK</b>
<b>13.</b>	<p><b>Any other business</b></p> <p><b>Alignment with the 2019 Relationships and Sexual Education statutory guidance</b> RB asked Governors to consider helping him initially align the school with the new Relationships and Sexual Education statutory guidance and then continue as a link governor in this area. RB said he will send an email to Governors with further details and anyone interested can contact him directly.</p> <p><b>ACTION: RB AND GOVERNORS</b></p>	<b>RB AND GOVERNORS</b>
<b>14.</b>	<p><b>Confidential items</b></p> <p>Confidential items are minuted separately.</p>	
<b>15.</b>	<p><b>Dates of next LGB meeting</b></p> <p>Date of next meeting: Monday 29th March 2021 @ 5:00pm.</p> <p>The meeting ended at 7.21pm.</p>	