



**Non-Confidential Minutes of the Local Governing Body Meeting  
held on Monday 29th March 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) (from 6pm), 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), Louise Elias (LE), Emma Hart (EH), Ben Hegedus (Head of HR), Saima Hussain (SH), Louise Marsh (Deputy Headteacher), Hugh Nelson (Deputy Headteacher), Eli Kavanagh (EK) (until 5.27pm), Judith Geddes (Clerk)
<b>Apologies:</b>	Jessica Rogers

	<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 Jessica Rogers.</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 1st February 2021, 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 1st February 2021 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 point remains outstanding:</p> <ul style="list-style-type: none"> <li>- Include the SIP as an agenda item at the end of term 6 (July 2021) LGB meeting. (Clerk)</li> </ul>	<b>CLERK</b>



<b>4.</b>	<b>Reappointment of Chair</b>  The Chair advised that his term of office as a Governor ends on 14th April 2021. The Trustees have approved his reappointment as a Governor from 15th April 2021 allowing his current term of office as Chair to continue uninterrupted until the end of this academic year. All Governors agreed with this.	
<b>5.</b>	<b>Link Governor Reports</b>  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. Both the Vice Chair and JT had undertaken a number of link governors meetings each. The following points were highlighted: <ul style="list-style-type: none"><li>- Attended the introductory session of the online annual sixth form conference. This was delivered by the economist Kate Raworth and was very well organised and thought provoking. The Sixth formers were very engaged.</li><li>- E-mailed Richard Coombs regarding concessions for students in the forthcoming 'exams' before Teacher Assessed Grades are submitted for years 13, 11 and 10 this summer. Actions have been put in place.</li><li>- Met with Hugh Nelson to discuss behaviour. The overarching theme of the discussion was about building and maintaining relationships. Two members of the SLT have attended a two day pivotal training course. No specific concerns at this point.</li><li>- Met with Lorna Robinson and David Gimson of the Rumble Museum to discuss long term planning and areas of development.</li><li>- Held a meeting with Emma Hart to obtain an update on the Year 6 transition. An increased number of schools are looking to move students to Cheney in Year 7.</li><li>- No concerns to raise around KS3 and KS4 curriculum and outcomes following a meeting with Louise Marsh.</li><li>- Discussed PSHE and Citizenship with Rob Bown. Cheney is taking a measured, sensitive and consultative approach to RSE, involving parents throughout, as well as sharing high quality resources with them. Plan to carry out a learning walk in school next term.</li></ul> With regards to Year 6 transition, the Chair asked which additional schools are looking at moving children to Cheney? EH replied that this includes Chandlings, Magdalen College School, Headington Girls, Rose Hill, Pegasus and Our Ladys' Catholic. The Headteacher added that Windmill School is the biggest contributor of pupils transitioning into Year 7 with around 54 students and numbers from St Andrews School have also increased.  AA commented that both he and the Vice Chair had attended Safer Recruitment Training which he had found very useful. The Vice Chair added that it was particularly helpful in that it covered specific Oxfordshire based questions.  The Chair said that it would be useful for other Governors to attend this training if there was a further opportunity to do so. The Head of HR agreed to look into this.  <b>ACTION: HEAD OF HR</b>	<b>HEAD OF HR</b>



## 6. Policy review

### Relationships and Sex Education Policy (RSE)

A draft copy of the RSE policy had been circulated to Governors for their review prior to the meeting. RB and EK highlighted the following key points:

- Policy focuses on relationships.
- Will deliver relationship topics in term 5 and sex topics in term 6.
- Parents have been consulted: 80% very positive about the RSE Plan at Cheney. 80% would like to receive further support in order to talk to their children about relationship and sex issues.
- Design of the RSE curriculum has been based on:
  - Meetings with the diversity working party
  - Regular discussions with RB
  - Sessions with classes to establish students' priorities
  - Using external resources such as PSHE association, NSPCC and Stonewall

The Governors raised the following questions:

- Did the current years receive the RSE topics from the previous year, as this would have been in the first lockdown? (e.g. did current Year 8s cover all topics listed for Year 7, Year 9s receive everything from Year 8 etc)  
RB said no as these topics are part of the new RSE statutory guidance.
- Does anything specific need to be done beyond emailing parents/carers to ensure that the views of different groups within our diverse community are heard?  
RB replied that having looked through the parents' survey, he is concerned that there does not seem to be any responses from some of Cheney's large communities particularly the black, muslim, Asian and Philipino ones. He advised that he is therefore going to write to the parents of a number of students from these groups to ask them to complete the survey. In addition, on the recommendation of colleagues who used to work at St. Gregory where they had multi-faith days, he has contacted Dr Sheikh Ramzy - Director, Oxford Islamic Information Centre at OIIC.
- The Cheney website has a "Sex and Relationship Education Policy" that was approved in June 2020 and due for review in June 2022. What has prompted its early replacement?  
RB replied that this has been prompted by the 2019 statutory guidance.
- Did you find the parental responses useful?  
RB said that these were very helpful and they received some useful suggestions. EK pointed out that they have already made some changes on the back of some of these suggestions.

JT commented that another potential organisation to contact is the Oxfordshire Council of Faiths.

The Chair said that the policy looked very well thought out and JT added it was a great online resource for parents.

There were no further questions.

The Governors approved the RSE Policy.

EK left the meeting at 5.27pm.



	<p><b>Accessibility Policy and Plan</b></p> <p>A draft copy of the Accessibility Policy and Plan had been circulated to Governors for their review prior to the meeting. The Governors raised the following questions:</p> <ul style="list-style-type: none"> <li>- If you google Cheney SEND policy, what you see is a policy that says it was approved in November 2017 and should be reviewed in November 2019. Why is this? LE replied that she has requested the old document to be removed from the website file registry and confirmed that the updated SEND policies have been on the school website since Christmas. (<a href="https://www.cheney.oxon.sch.uk/pastoral-introduction/inclusion/send/">https://www.cheney.oxon.sch.uk/pastoral-introduction/inclusion/send/</a>)</li> <li>- The policy states that "An audit of the site is undertaken in consultation with occupational therapists and visual specialists as required". What was the date on which this last happened? LE responded that on 3rd September 2020, Liz Holmes, a visual impairment specialist, attended the school and on 31st March 2020 an Education Officer and Occupational Therapist visited the school to confirm arrangements for a wheelchair user in the new Year 7 intake.</li> <li>- The policy states that 'Information on the school website can be requested in written form by contacting the school reception.' How is this publicised? LE answered that details have been included in the Accessibility Plan around how the website is going to be made more accessible for screen reader users and have updated the appropriate section that the question refers to. A line has been added under the privacy notice, that a paper copy can be produced, until the website is checked for screen reader use.</li> <li>- It is easy to design websites that look good but hard for automatic readers to process them. Is this the case with Cheney's website? LE replied that she had carried out initial checks on the school's website using WAVE, a web accessibility evaluation tool, which showed that the website is fairly accessible for a screen reader. She has also contacted the RNIB to ask for their help on this.</li> </ul> <p>There were no further questions.</p> <p>The Governors approved the Accessibility Policy and Plan.</p>	
7.	<p><b>Covid-19 Status</b></p> <p>The Headteacher thanked Saima Hussain and Liam Bampton for their hard work in running a skeleton school throughout lockdown, organising lateral flow tests and dealing with free school meal provision.</p> <p>A detailed report on the current Covid-19 status was sent to Governors to read prior to the meeting. The following key points were highlighted:</p> <ul style="list-style-type: none"> <li>- Reopening has gone well.</li> <li>- Attendance is 93.3 % since reopening which is slightly down on where it was but is higher than the national average. The pattern of absence and non-engagement is similar to pre-lockdown, with the same names on the list.</li> <li>- Over lockdown, the Local Authority has stopped all work that was being done on attendance so the school has lost the momentum it had built up on this issue.</li> <li>- Behaviour in general is excellent although there have been a couple of significant incidents involving violence. Some student stresses have emerged but Year teams have put processes in place.</li> </ul>	



- Compliance with mask wearing in class is very good.
- 4,099 lateral flow tests have been carried out in school between Monday 8th March and Tuesday 16th March with no positive cases.
- 55 Year 10 students are currently self-isolating because one student who should have been self isolating came into school.

The Governors raised the following questions:

- Were the same students who did not attend school engaging with on-line lessons?  
The Headteacher replied that it is not universal as some students have reacted better to online learning but there is a strong correlation.
- Year 10, and to some extent Year 11, seem to have lower attendance than other years. Is there a reason for this, and was this the same pre-Covid?  
The Headteacher said that 55 Year 10 students had to self-isolate and this has artificially depressed attendance due to this blended learning and whether they have been recorded correctly on the register as attending or not.
- How many staff are shielding currently? Are they all able to teach from home? Is school having to pay more in cover than budgeted for?  
The Head of HR advised that 3 members of staff are currently self-isolating and are due to return with effect from 1st April 2021. The Headteacher confirmed that they have been teaching remotely whilst self-isolating.
- The decreased rate of detentions is encouraging and presumably these result from getting to C3 in the warning system. Previously a high proportion of detentions were for a small number of repeat offenders. Are there any patterns in the overall reduction in the rate and can you give the number of C4 warnings recorded in Arbor (hopefully less than 230)?  
The Headteacher responded that there have been 3 detentions for non-compliance with mask wearing and most of the other detentions are as a result of defiance or truancy. He added that once in class students are happy but it is those students who resist going into class that are causing the issues.
- With regard to teacher assessment grades, do staff members feel confident that they can deliver their part of the process?  
EH replied that a number of meetings have been held regarding what staff should and shouldn't do and this is consistent across all subjects. SH added that staff have a much better understanding this year of what needs to be done than they did last year. The Headteacher advised that a letter to students will be sent out this week detailing a grid of assessments and a central e-mail to deal with queries.
- What will the school do if a parent raises a query regarding the assessments such as saying that their child didn't have a science teacher for a year?  
The Headteacher replied that this is not a valid point. Teachers' grades do not take account of hypothetical situations but look at what the student is achieving now and not what could have been achieved in an ideal world. SH said that this is also the reason why a central email for queries has been set up so individual concerns can be considered on a case by case basis.

There were no further questions.



**8. SIP report**

A SIP report had been shared with Governors prior to the meeting. The Governors agreed that the live document was very helpful.

The Governors raised the following questions:

- The SIP refers to 'eliminating the small but highly visible number of fights.' How many fights have occurred?  
The Headteacher responded that there have been 2 or 3 fights this year.
- What happens about fights that occur outside of school?  
The Headteacher responded that if the school knows about such fights then they will deal with it. In fact, one fight that took place outside of school has resulted in a student moving to Cheney Plus. The Deputy Headteacher (HN) added that the school works closely with the community and the police and will address any issues that occur outside of school.
- 'There is still an implementation gap between plans written by the SEND department and classroom practice.' Are staff aware of this gap?  
The Headteacher replied that awareness is part of the implementation plan and is currently being worked on. LE added that the school firstly needs to address the gap in sharing information and she will be meeting with Richard Coombs to put something in place shortly. The Headteacher said that this is an ongoing issue and is likely to form an item of its own in next year's SIP.
- Regarding: "To ensure attendance is recorded accurately - Is it possible to quantify the "significant progress?" Has it reached the point of diminishing returns, or is there more to do?  
Both the Headteacher and Deputy Headteacher (HN) advised that the school was in a good place regarding attendance and the completion of registers in December 2020. However, this has slipped slightly and currently chasing teachers to complete registers.
- Has student voice been rescheduled for the summer term?  
The Headteacher advised that there are a lot of student voices in the pipeline but not quite in the same way as was envisaged when the SIP was initially written.
- Regarding: "Link house system to Cheney values" - assume this is the most fundamental of the success criteria since it relates to the motivation behind introducing the house system. Have you any evidence of progress?  
CB said that the initial aim was to get students to take part in house competitions and track this. Now the school is looking at how to align rewards with the school's values and good behaviour.

There were no further questions.



## 9. School Development Overview for 2021/2022

An overview of the school's development plan was circulated to Governors to read prior to the meeting. The following key points were highlighted:

### Academic

- No evidence that the previous focus on Pupil Premium pupils has led to the desired outcome, instead the school wants to look at raising standards across the board.
- Re-launch of Teaching and Learning handbook to promote consistency in certain areas, permit creativity and individuality in others, and promote best practice.
- Simplify data processes, with standardised format of tracking sheet; only 2 questions for teachers and Head of Faculties to answer:
  - Who is underperforming?
  - What are you doing about it?

### Inclusion

- Nurture group in Year 7 and Year 8 to address SEMH needs.
- Introduce Functional Skills and Entry Level qualifications alongside GCSE in core subjects.
- KS4 options to be reviewed to include COPE and a genuinely vocational offer (perhaps in partnership with RAW).
- As much Alternative Provision as possible to be brought back in house: both cheaper and more effective.
- Hoping to have a genuine vocational offer on painting and decorating ready for September 2021.

### Behaviour

- Using the Pivotal / Paul Dix behaviour programme. A similar process has been introduced at Wheatley Park. Two members of the SLT have been on pivotal training.
- Emphasis on building relationships and restorative practice to help improve behaviour and reduce the number of detentions and exclusions.
- Common focus to run through CPD for the whole year.

### Culture

- Introduction of the house system has gone well.
- Clarification of rules and promotion of existing school motto.
- Continuation of anti-racism agenda and other work of the inclusion committee.

### Finance

- School is not replacing all staff as they resign. Have shed around 7 support staff and 4.5 / 5 FTE teaching posts this academic year.
- The Head of Finance has advised a conservative estimate of the school's surplus at the end of this academic year of £124,000.
- Reduce teacher remissions so most experienced teachers are in the classroom for more of their time.
- Reduce spend on Alternative Provision and remain tight on discretionary spending.



	<p>The Governors raised the following questions:</p> <ul style="list-style-type: none"> <li>- How is 'underperforming' defined, is this below an average or underperforming for that specific student? The Headteacher replied that according to the DfE's Comparison of Schools, Cheney is average overall including exam outcomes but he believes that Cheney is better than this and this is what is meant by underperforming.</li> <li>- Who is underperforming? How do you know? The Headteacher responded that this is the question he wants teachers to now ask. If teachers ask the two questions as detailed in the overview: i) Who is underperforming? and ii) What are you doing about it? then action is being taken without having to spend time going through a lot of data sheets first.</li> <li>- Do teachers have enough time to register who is underperforming and react? The Headteacher replied that teachers will no longer need to complete spreadsheets but instead can automatically see who understands the learning points by asking direct questions of the students in class.</li> <li>- What about students who do not speak up in class to answer questions? The Headteacher replied that this is why the school promotes effective teaching to ensure all students' understanding is considered.</li> </ul> <p>The Chair commented that the LGB will need to ensure that it has a group of Governors with appropriate financial skills in order to sit on a Finance Committee once the merger with RLT goes ahead. Currently the financial responsibilities rest with the Trust but the Head of HR advised that more financial information will start to be shared with the LGB after the Easter holidays.</p> <p>The Chair further commented that it would be useful to hold an informal meeting of the LGB and SLT dedicated to discussing the school's strategic planning in the summer term. It was agreed that the Chair should arrange an informal meeting, in person if possible, sometime between the 21st June and 19th July to which Trustees are also invited.</p> <p><b>ACTION: CHAIR</b></p>	<b>CHAIR</b>
<p><b>10.</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>- 123 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>- One child has gone into care during lockdown.</li> <li>- Have pre-filled in a child case review in order to safeguard the child as much as the school can as an educational establishment.</li> </ul> <p>The Governors raised the following questions:</p> <ul style="list-style-type: none"> <li>- How many students in each of these categories did not attend onsite provision? The Assistant Headteacher and DSL summarised the position: Looked After Children (LAC): 1 Child Protection Plan (CP): 3 Child In Need Plan (CIN): 26 Team Around the Family (TAF): 29 Statutory Assessment: 31</li> </ul>	



	<ul style="list-style-type: none"> <li>- Have weekly checks proved sufficiently frequent? In principle, a risk-based approach might lead to different frequencies for different students? The Assistant Headteacher and DSL replied that all children open to social care, attend onsite Alternative Provision or have a EHCP were contacted weekly by the in house lead professional. This was monitored and checked to ensure this took place.</li> </ul> <p>The Chair thanked the Assistant Headteacher and DSL for his and his team's work in these challenging times.</p>	
<p><b>11.</b></p>	<p><b>Covid-19 catch up funding</b></p> <p>A report had been circulated to Governors for their review prior to the meeting.</p> <p>The Deputy Headteacher (LM) highlighted the following key points:</p> <ul style="list-style-type: none"> <li>- Most significant change since the last LGB meeting is the payment of around £11,000 on subsidised external tutoring (Mannings Tutors). 36 Year 11 students have been assigned tutors in Maths, English, or science, starting on Monday 22nd March and 51 students in years 7-10 have been assigned to start tutoring after the Easter break.</li> <li>- HOFs are monitoring and supporting (with a wide range of interventions within and beyond the classroom) students who have identified gaps, with an immediate focus on Years 11 and 13.</li> <li>- HOSPS are monitoring and supporting identified students across all year groups regarding concerns: mentors, targets, home contact, laptops, amended timetables.</li> </ul> <p>The Governors raised the following questions:</p> <ul style="list-style-type: none"> <li>- The figures presented generally show departments/faculties have not yet determined how to spend the allocated funding. How is it going to be ensured that the funding is used productively?</li> </ul> <p>The Deputy Headteacher (LM) replied that in the current report the school has spent most of its allocation. A few faculties have spent less than others (e.g. Maths) but others are completely spent. The funding spend is in line with the recommendations from the EEF for how to spend/ catch up in the most effective ways - everything has to be approved by the HOF, Deputy Headteacher (LM) and by Finance. The school has to account for it and that is what this document is for. There is no set format required to be followed. The Headteacher also pointed out that there is about 10% of the funding left to spend and it is good to retain some cash for possible spend on summer schools as there is no indication if any additional money will be received for this.</p> <p>There were no further questions.</p>	
<p><b>12.</b></p>	<p><b>Improving 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 exchange ideas by email in the first instance. The Chair said that he will circulate some notes and questions for the LGB to discuss by email.</p>	<p><b>CHAIR</b></p>



	<p><b>ACTION: CHAIR</b></p> <p>The Clerk will add this to the agenda of the next LGB meeting in May 2021.</p> <p><b>ACTION: CLERK</b></p> <p>The Headteacher commented that he knows of recruitment agencies which help LGBs improve their diversity and will send further details to the Chair.</p> <p><b>ACTION: HEADTEACHER</b></p> <p>The Chair agreed that if the LGB is to expand its skills on Finance and Premises then it should look at approaching professional organisations to help the LGB include individuals from diverse communities with such skills not currently represented on the board.</p>	<p><b>CLERK</b></p> <p><b>HEADTEACHER</b></p>
<p><b>13. Any other business</b></p> <p><b>Ofsted Inspection</b></p> <p>The Governors asked whether the school was ready for an Ofsted inspection given that it had been 3 years since the last one? The Headteacher said that he will be looking to update the SEF in Ofsted terminology at the start of next term and ensure that Middle Leaders are aware of the school's rationale and how it is implementing this.</p>		
<p><b>14. Confidential items</b></p> <p>Confidential items are minuted separately.</p>		
<p><b>15. Dates of next LGB meeting</b></p> <p>Date of next meeting: Monday 24th May @ 5:00pm.</p> <p>The meeting ended at 6.57pm.</p>		