



**Non-Confidential Minutes of the Local Governing Body Meeting  
held on Tuesday 20th July 2021, 5.00 pm by video conference call**

<b>In the Chair:</b>	Richard Stamper (Chair)
<b>Present:</b>	Claire Edwards (CE), Oliver Fawdry (OF), Karen Fogden (Vice Chair), Rob Pavey (Headteacher), Jane Tuck (JT)
<b>In attendance:</b>	Liam Bampton (Assistant Headteacher and DSL), Mark Blencowe (MB) (until item 5), Robert Bown (RB), Louise Elias (LE), Emma Hart (EH), Ben Hegedus (Head of HR), Saima Hussain (SH), Louise Marsh (Deputy Headteacher) and Hugh Nelson (Deputy Headteacher)
<b>Apologies:</b>	Andrew Allison, Usman Nasir, Jessica Rogers and Judith Geddes

	<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 Usman Nasir, Andrew Allison, Jessica Rogers and Judith Geddes..</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 24th May 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 24th May 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>- Follow up on point 2 of diversity proposals with Governors for Schools on the diversity of potential candidates. (Chair)</li> <li>- Follow up on 4 of diversity proposals to look into ways of engaging a wider selection of the parent body to put themselves forward as potential governors or members of working group. (CE)</li> </ul>	<p><b>CHAIR</b></p> <p><b>CE</b></p>



<p>4.</p>	<p><b>Presentation on progress in School within a School</b></p> <p>MB presented a report to Governors on the progress being made in School within a School. The following main points were highlighted:</p> <ul style="list-style-type: none"> <li>- School within a School (SWS) was set up in September 2020.</li> <li>- Students join SWS for 6 weeks (this can be extended to 12 weeks).</li> <li>- Aim of SWS is to get students back into mainstream school or think about other options such as alternative provision or a move to a new school.</li> <li>- Students are referred to SWS through their year teams.</li> <li>- SWS uses a number of behavioural management techniques to help students reintegrate into mainstream school such as learning conversations, reflective detentions, extensive use of house and behaviour points as well as having daily contact with the students' families.</li> <li>- An extensive review is carried out at the end of the 6 weeks to determine the next steps.</li> <li>- During lockdown, SWS remained open for students who wished to attend in person; virtual lessons were taught to others.</li> <li>- Plan for next year is to introduce additional practical subjects such as cooking, food hygiene and first aid. A Breakfast Club is also being set up together with an extension in hours for KS4 students.</li> </ul> <p>The Governors raised the following questions:</p> <ul style="list-style-type: none"> <li>- <b>Is there a limit to how many students you can take?</b> MB replied that this is dictated by the size of the SWS. Currently, SWS has two classrooms (one for Years 7,8 and 9 and the other for Years 10 and 11) which accommodate a maximum of 8 students each.</li> <li>- <b>If there are a high number of referrals do students have to wait another 6 weeks until a space in SWS becomes available?</b> MB said that if there are a high number of referrals, the year teams are asked to indicate who the priority students are at that specific time. This process occurs again at the end of the 6 weeks.</li> <li>- <b>Do you have enough staff to carry out all that you would like to do in SWS?</b> MB believes that from September 2021 SWS will have sufficient staff. Specialist staff will be delivering cooking and science lessons and there will be dedicated staff delivering Maths and English lessons</li> <li>- <b>Will you be tracking students' progress once they have been reintegrated after being in SWS?</b> MB confirmed that they continue to track such students' data and will follow up with them if required. He added that in future they will also look to have older graduates of SWS acting as mentors to the cohorts of younger students requiring reintegration.</li> </ul> <p>The Chair thanked MB for his report and his hard work and commitment to Cheney's SWS.</p> <p>MB left the meeting at 5.30pm.</p>	
<p>5.</p>	<p><b>Link Governor Roles</b></p> <p>The Chair stated that currently there are a large number of link governor roles set out in the link governor matrix and it would be useful to look at streamlining this. He highlighted the following key roles:</p> <ul style="list-style-type: none"> <li>- Safeguarding Link Governor and SEND Link Governor are statutory requirements.</li> </ul>	



	<ul style="list-style-type: none"> <li>- Career Link Governor and Health &amp; Safety Link Governor are recommended by the Government.</li> <li>- Rumble Museum Link Governor is a unique role to Cheney and is worth retaining.</li> <li>- Additional Link Governor Roles which are based on the priorities within the SIP.</li> </ul> <p>A discussion took place regarding the type and number of link governor roles that the LGB could effectively manage.</p> <p>It was agreed the Chair would arrange a separate meeting to discuss this issue in more detail at the beginning of the next academic year.</p> <p><b>ACTION: CHAIR</b></p>	<b>CHAIR</b>
6.	<p><b>Link Governor Visit 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. The Vice Chair, OF and JT had all undertaken link governors meetings. The following points were highlighted:</p> <ul style="list-style-type: none"> <li>- OF met with Jason Davis (Careers Leader, Careers Adviser and Year 10 Work Experience Coordinator) and discussed planning for this year's in-person work experience and provision for guests speakers, updates required to the school's website regarding careers, the support being received from the school (in particular from Liam Bampton) and the need to put in place a replacement network/database to assist with booking new work experience placements - Jason has put forward a proposal to RLT on this and is awaiting a response.</li> <li>- The Vice Chair met with Hugh Nelson (Deputy Headteacher) via Google Meet and discussed behaviour and attendance in lessons. In particular they looked through the new behaviour strategy from the viewpoint of a Year 7 student, a new teacher and a more experienced teacher and the Vice Chair will follow up on this next term through Student Voice. Also discussed the attendance in lessons and whose responsibility it is to follow up on any non-attendance and what would happen in such cases.</li> <li>- JT met with Emma Hart regarding transition. On-site visits have taken place for some students who would benefit from these (i.e. SEN and Headstart students) Also one to one visits have been organised for those that have requested these and students have had virtual 'meet the tutor' sessions. The planned summer school will also aim to provide 167 students with a positive 'transition' experience. Again, efforts have been made to target schools/students who will benefit the most from this. A parent survey is also planned.</li> <li>- JT also undertook a PSHE Learning Walk: Term 6 Sex Education lesson (Consent and the effect of alcohol on consent) with Rob Bown, Elie Kavanagh and Marco Narajos where they observed two lessons. The first session was exemplary, the second lesson started late and the preparations appeared rushed although very interesting discussions took place. It has been agreed that Marco will be supporting the consistency of approach and preparation of these lessons next year.</li> </ul> <p>The following questions were raised:</p> <p><b><i>The Vice Chair asked if there were any proposals for the coming Year 12 students to undertake work experience since they missed this opportunity earlier due to Covid-19 restrictions?</i></b></p> <p>LB confirmed that this will be happening in the next academic year for Sixth Form students.</p>	



	<p><b>RB asked what the cost is to the school in relation to the use of the work experience database that was previously used?</b> LB replied that this is a significant cost.</p> <p>There were no further questions.</p> <p>The Chair thanked the Link Governors for their reports.</p>	
<p><b>7.</b></p>	<p><b>Headteacher's report</b></p> <p>The Headteacher referred to the 2020/2021 SIP and highlighted the following:</p> <ul style="list-style-type: none"> <li>- Priority 1: post-Covid recovery actions - the school has been successful in meeting most of these actions particularly in relation to on-line learning. A plan of action is in place for any areas under this priority that have not yet been met.</li> <li>- Priority 2: vulnerable students i) attendance - Cheney's attendance figures have been above the national average all year but attendance has fallen following the second national lockdown, ii) alternative provision - LE stated that in the previous academic year, 2019/2020, Cheney spent around £110,000 on alternative provision and this year, 2020/2021, Cheney is projected to spend around £50,000 having moved more students into colleges such as Meadowbrook and away from providers such as TRAX, iii) pastoral - The Headteacher commented that the House system has worked well. It has helped to increase student engagement and cultural capital. The next steps are to set up a meaningful student council and develop student voice, iv) teaching and learning - All actions in the 2020/2021 SIP have been completed regarding access to vulnerable students but the gap between under-privileged and other students still exists and will remain a focus for the foreseeable future, v) in-class provision for SEND students - The implementation gap and structural problems with meeting EHCP provision remain. Also further work needs to be done to provide additional attention to SEND students as highlighted in the recent RLT peer review.</li> <li>- With regard to learning gaps and lost learning, the Headteacher said that although certain units of some subjects have not been studied, students have still gained the necessary skills</li> </ul> <p>The Chair thanked the Hedateacher for his report and hard work during a very challenging year.</p> <p>There were no questions..</p>	
<p><b>8.</b></p>	<p><b>Draft SIP for next academic year (2021/2022)</b></p> <p>The draft SIP for 2021/2022 had been circulated to Governors prior to the meeting. The following questions were raised:</p> <ul style="list-style-type: none"> <li>- <b><i>Do these 'success criteria' capture everything? E.g., what about improvement in KS3, improvement in predicted grades etc. There may be improvements/successes that are missed by these criteria? Can something from the 'data and assessment' action be used as a measure of success too? Success criteria defined in terms of outcomes at the end of Y11 and Y13 are good for the medium term, but are not sufficient to tell you if what you are doing now across all Years 7-13 is going to raise outcomes for all students, including the most disadvantaged.</i></b></li> </ul> <p>The Headteacher replied that internal data is not hard data in the same way as external exam results so is not sure about the value this adds. He is also</p>	



	<p>concerned about data targets which might not be meaningful and might distort the work being done by the school.</p> <ul style="list-style-type: none"> <li>- <b><i>It appears that the only measurements that are being shared with the LGB are those calculated quite late on in the year?</i></b> The Headteacher commented that internal data can be shared after each assessment point along with a summary of the interventions. The Deputy Headteacher (LM) highlighted that the final column in the SIP can be used to record and share this information with the LGB. The Chair commented that it would be very useful for the LGB to know how the school is going to monitor and assess the outcome of interventions and other activities. LM stated that the school's quality assurance processes cover this and there is a specific programme of quality assurance activities in the calendar throughout the year. <p>A discussion followed regarding the information to be shown in the SIP to reflect how the school is monitoring its actions to ensure that the desired outcomes are being met. The LGB agreed that no changes were required to the SIP at this stage but it would continue to be reviewed by the LGB throughout the next academic year at future LGB meetings.</p> <li>- <b><i>Priority 2 covers a lot of work in one year. How will individual members of staff feel that they are invested in and positively contributing to school improvement as outlined in this SIP?</i></b> The SLT responded that performance management is linked carefully to the SIP, for example, everyone has a Teaching and Learning target which is linked to the new Handbook; a Faculty Target which is also linked to the SIP, and then the school's CPD programme is linked to both main targets (improving Teaching and Learning and improving behaviour) so it should be a part of everyone's practice/ awareness. As feedback on learning walks and lesson observations is also part of this process (and linked), recognition of where individuals are working well will also be given regularly. For teams, there's a threefold increase in Faculty time this year and line management of all the HOFs is being streamlined to bring about a bit more consistency of practice/ QA and message - this will include recognition of contributions. Then it's down to the SLT to make explicit recognition of progress over time a real part of the communications through weekly briefings, etc.</li> </li></ul> <p>There were no further questions.</p>	
<p><b>9. School Development Overview</b></p>	<p>The Chair referred to a draft school development overview which was circulated to Governors prior to the meeting and reflected the values, vision and strategy agreed at the recent Governors away day.</p> <p>The following questions were raised:</p> <p><b><i>The Vice Chair asked where this document will be published?</i></b> The Chair replied that the agreed, updated values and vision sections of the document should be uploaded to the school's website to be shared with the wider school community. The Headteacher agreed to follow up on this.</p> <p><b>ACTION: HEADTEACHER</b></p>	<p><b>HEADTEACHER</b></p>



	<p><b>The Chair asked whether there was any plan to identify key priorities from the strategy section to specifically focus on in the next academic year 2021/2022?</b></p> <p>The Headteacher stated that his next iteration of the document will be to divide the strategy into priorities to cover the next 3, 5 and 10 years, for discussion at the LGB meeting on 7th February 2022.</p> <p><b>ACTION: HEADTEACHER</b></p>	<b>HEADTEACHER</b>
10.	<p><b>Safeguarding update</b></p> <p>A safeguarding update report had been circulated to Governors prior to the meeting. The Assistant Headteacher and DSL highlighted the following main points:</p> <ul style="list-style-type: none"> <li>- 154 learners open to Social Care, which is the highest number ever at Cheney.</li> <li>- OCC Template Child Protection Policy for Academic Year 2021/22 will be released/updated inline with KCSIE 2021. This will be in a different format than previously, much smaller main policy with appendices attached with additional information and links.</li> <li>- With regard to peer on peer abuse, a recent Times Education Supplement (TES) report stated that nearly half of teachers they surveyed thought that there wasn't enough official guidance on allegations of sexual harassment. Ofsted are carrying out a review into peer-on-peer sexual abuse (set to conclude at the end of this month).</li> </ul> <p>The Governors raised the following questions:</p> <ul style="list-style-type: none"> <li>- <b>Regarding the safeguarding issue of “the alleged perpetrator is legally not guilty of any crime and so should be able to continue to access their education”, can we utilise the strong work with effective online homeschooling (thanks to COVID) to continue to educate the alleged perpetrator while ensuring the school is a safe environment for the victim?</b> The Assistant Headteacher and DSL replied that this is based upon the advice obtained from professionals such as the police and social care. These plans will be agreed in line with an ongoing police investigation. Risk Assessments will be created and the safety of the school community is always put first.</li> <li>- <b>How many situations are currently under investigation at Cheney of peer on peer abuse?</b> The Assistant Headteacher and DSL answered that there have been no students under investigation but the school has received 4 disclosures of historic sexual abuse or peer on peer abuse which are currently under police investigation.</li> <li>- <b>How does the <u>Sexual Behaviour Traffic Light Tool</u> work in conjunction with the new RSE curriculum and the new behaviour policy?</b> The Assistant Headteacher and DSL stated that this is covered within the RSE curriculum and clear behaviour categories have been created.</li> <li>- Key focus is on upskilling staff to deal with and report safeguarding issues.</li> <li>- Carried out a mental health support triage day on 25th June 2021. 41 learners were seen by the MHST Team and 37 have been referred onto further support. Further triage days have been planned for the next academic year.</li> </ul>	



	<ul style="list-style-type: none"> <li>- The school has been approached by the Ridgeway Learning Trust to carry out Safeguarding consultation about Cheney’s approaches and practices around mental health policies and procedures.</li> </ul> <p>There were no further questions.</p> <p>The Assistant Headteacher and DSL thanked the pastoral teams, the SEND team and Tina Conway for their hard work, support and commitment during a very challenging year.</p> <p>The Chair thanked the Assistant Headteacher and DSL on his report and diligent work. The Headteacher also thanked the Assistant Headteacher and DSL for his and his team’s exceptional work throughout the year.</p>	
<p><b>11.</b></p>	<p><b>Policies for review and approval</b></p> <p>A number of policies had been circulated to Governors for their review prior to the meeting. The Governors had the following questions:</p> <ul style="list-style-type: none"> <li>- <b><i>Should we make a move to replace ‘he/she him/her’ with ‘they/them’ throughout all our policies?</i></b> It was agreed to do this as and when a policy is being reviewed.</li> </ul> <p><b>SEND Policy</b></p> <ul style="list-style-type: none"> <li>- <b><i>Who is the current Designated Teacher for ‘Looked After’ Children (LAC)</i></b> Liam Bampton</li> <li>- <b><i>Literacy interventions run throughout KS3, supporting students who have not made expected progress at primary school or in the KS2 SATS’ What is the current provision for literacy interventions?</i></b> LE replied that in Year 7, 40 to 45 students have one to one or one to two literacy work with an additional 20 or so students in the Lexia programme. In SEND classes all students have literacy interventions. In Year 8, 30 students are in the Lexia programme with a further 30 students taking part in Year 9.</li> </ul> <p>The Vice Chair pointed out that she had raised further questions with Richard Coombs on the SEND policy and was not sure whether revisions had been made. This will be added to the agenda for the next LGB meeting in October 2021.</p> <p><b>ACTION: CLERK</b></p> <p><b>Safeguarding Policy</b></p> <p>This has not yet been sent to Governors for review.</p> <p>This will be added to the agenda for the next LGB meeting in October 2021.</p> <p><b>ACTION: CLERK</b></p>	<p><b>CLERK</b></p> <p><b>CLERK</b></p>



	<p><b>Respect For Learning Policy</b></p> <ul style="list-style-type: none"> <li>- <b>What is a “micro script”? It’s mentioned in the sub-heading but never again, is this needed?</b> Micro-scripts are scripted conversations to help structure conversations of challenge with students. The school has already started on a bank of these this year but it will be building on that practice this year. It is to help the school with the common language that is used when challenging poor behaviour.</li> </ul> <p>It was agreed to remove this wording from the policy. Once revised this will be added to the agenda for the next LGB meeting in October 2021.</p> <p><b>ACTION: CLERK</b></p> <p><b>IAPLAC Letter</b></p> <p>The Headteacher advised that this refers to an internationally adopted previously looked after child. The letter sets out a requirement for children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted to be given equal first priority in admission arrangements, alongside looked after children (LAC) and children who were previously looked after by English local authorities (PLAC).</p> <p>This was approved by the LGB.</p>	<b>CLERK</b>
12.	<p><b>Any other business</b></p> <p><b>End of Vice Chair’s term of office - 31st August 2021</b> The Chair advised that the Vice Chair’s term as a parent governor ends on 31st August 2021 and proposed that she remain on the LGB as an Appointed Governor. The LGB agreed with this proposal, subject to approval of the Board of Trustees.</p> <p>The Chair pointed out that an election for a new parent Governor will need to be held. A discussion followed regarding the process and it was agreed that the Headteacher and CE will look into creating a parent working committee and encourage parents to apply for Parent Governor roles through this. RB also asked to be involved with the setting up of the working committee.</p> <p><b>ACTION: CE, RB AND HEADTEACHER</b></p> <p><b>Provisional dates of LGB meetings for 2021 / 2022</b> The Governors noted the provisional dates of LGB meetings for the next academic year. The Governors asked whether the last meeting scheduled for 11th July could be moved to 4th July. LM said this may clash with the school show but she will confirm dates at the next LGB meeting in October 2021.</p> <p><b>ACTION: LM</b></p> <p>The LGB thanked every member of Cheney staff for their hard work and dedication in a particularly demanding year.</p>	<b>CE, RB AND HEADTEACHER</b>          <b>LM</b>



# CHENEY SCHOOL

*Think for yourself, act for others*

13.	<b>Confidential items</b> Confidential items are minuted separately.	
	The meeting ended at 7.26pm.	