



**Cheney School**

Think for yourself ; act for others

**Cheney School**  
**Minutes of Full Governing Body Meeting**  
**Held on Monday 17 October 2022**

Present	Richard Stamper (RS) Jess Rogers (JR) Mo Kamuss (MK) Claire Edwards (CE) Alison Kahn (AK) Oli Fawdry (OFA) Usman Nasir (UNA) Rob Pavey (RPA)
In attendance	Jodie McMinn (JMC) Philippa Bell (PBE) Tom Haines (THN) Louise Marsh (LMA) Charlotte Broom (CBR) Anu Dawson (ADA) Clerk
Apologies	Karen Fogden (KF) Andrew Allison (AA)

1	<b>Welcome, apologies for absence</b> Karen Fogden has resigned from the Governing Body who would like to thank her for her involvement over her term.	
2	<b>Interests and conduct</b> Email pecuniary interest forms	ADA
	<b>Sign Code of Conduct</b>	ALL
3.	<b>Elect Chair and Vice-Chair</b> <ul style="list-style-type: none"><li>RS will stand at Chair again with JR and CE as co-Vice Chairs. They aim to work with CE as a trio - with a clear succession plan for when RS steps down at the end of this academic year.</li><li>All elected unanimously.</li></ul>	
4	<b>Appoint Link Governors</b> SEND and Communications - JR (plan to hand over Comms link to new Governor when appointed). Safeguarding - MK H&S - RS	

16	<p><b>Governor Recruitment:</b>  Governing body should consist of minimum 9 and a maximum of 15. This includes up to 5 elected parent governors. We currently have 2 parent governors.  We need more Governors from the parent body and the wider community.</p>	
5	<p><b>Approval of minutes:</b>  Approved subject corrections from RS.</p> <p><b>Actions:</b>  Smartlog training reminders : JMC updated. All training needs have been corrected. Newly created profiles will give a more accurate picture of training needs.  Governors will be able to see our compliance levels which currently aren't correct but will be up to date by the next meeting.</p>	
	<p><b>Flexi-Schooling Paper:</b>  Appeal is diminished because of the requirement to attend in person.  Advantage: getting children into full time education. Aim is to re-engage children with mainstream education after a period of difficulty.  The disadvantage is that these children come with a level of complexity that takes up staff time.  Actively working with OCC to mitigate their concerns.  Governing body is happy with how Flexi-school has been implemented.  Note to continue to keep informed, once RPA has received feedback from OCC.</p>	
6.	<p><b>Finance and Resources:</b>  <b>JR:</b> Is a Finance sub-committee needed?  <b>RS:</b> Given the number of Governors, we would struggle to maintain properly attended sub-committees.</p> <p><b>PBE :</b> <u>Surplus</u> shows a bigger surplus than P7 forecast, £375k surplus.  <b>RS:</b> Reason for the difference?  <b>PBE :</b> Reason: <ul style="list-style-type: none"> <li>• correction of PP extras</li> <li>• mass testing funding</li> <li>• provision of training as a result of joining RLT</li> <li>• Donations £22k.</li> <li>• Lettings - overachieved vs budget aims.</li> <li>• School led tutoring and other government grants that were not accounted for in planning.</li> </ul> <b>RS:</b> Difference in GAG rate? Why? This should be the most predictable amount.  <b>PBE:</b> Will ask RLT</p>	
	<p><i>Action: PBE to answer the question of the difference in GAG rate to bring to next meeting.</i></p>	PBE
	<p><u>Expenditure:</u> Overspend of salary includes £82k of back pay for pay rise for support staff.  Reason for underspend on Admin staff : restructuring and period of times that people had left and new people not in place.</p>	

	<p><b>RS:</b> Can we expect the staffing next year to be closer to the budgeted amount?</p> <p><b>PBE:</b> Yes.</p> <p><b>PBE :</b> Building maintenance. Surplus of £64,000.</p> <p>Education Resources: underspend. Front end heavy and placing order deadlines was earlier.</p> <p>Professional services: Budget was based on the previous year's spend but we underspent. And underspent on subscriptions. Catering - income down by £10,000 but we still underspent by £17,000. IT support and licences.</p> <p>Budgets are being managed better - subscriptions and licences are being checked instead of automatically renewed.</p> <p><b>JR:</b> Training budget underspend: Is this a concern? Twilight and online training is cheaper so we're still doing as much training.</p> <p><b>Budget for 2022-2023</b> Moved to a new budgeting software. This delayed production of the budget but we now have the budget on the new system.</p> <p>Year end: Now we can look at what we've budgeted for this year compared to last year. Because of uncertainty around energy bills, pay rises and the impact of potential government subsidies, the budget has still not been finalised.</p> <p><b>RPA:</b> Forecast for extra energy has gone from £335 to £220k. Building improvements should mean it's lower. Along with unfunded teacher pay rises, we are currently expecting a deficit of around £220k. Hopefully, this can be brought down to £100k.</p> <p>Our reserves are £1.1 million. We are required to have £400k reserves. We are also eligible for money from the Trust. This means we can go ahead with plans for significant improvement works in summer 2023. 6PC (building management company) are coming in to do a condition survey to help establish priorities.</p> <p><b>OFA:</b> Are we on a fixed term plan with RLT for our energy costs? <b>RPA:</b> We've joined the RLT contract, but at a different rate to the existing schools. Energy contracts are now signed by RLT and they signed a 2 year deal before the announcement of the Government business support. We don't currently know if the Government energy support will be extended beyond 6 months.</p> <p>Support staff and teachers pay rises have still not been finalised. It is anticipated that they will be unfunded this year.</p> <p>We are holding back on anything other than critical funding until the picture is clearer.</p>	
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	<p><b>Building works:</b>  <b>JMC:</b> All work is on track. Insulation and roofing works on on W Block are due to run in December but there has been very little disruption. Enough money left over from the windows project that there will be enough money to renew some of the windows in Wainwright block (offices, meeting rooms etc).  <b>RPA :</b> Potential works next Summer - windows in W block? Improving ventilation in Lane Building?</p>	
	<p><i>Action : Share conclusions from 6PC report with the Governing body at next meeting.</i></p>	RPA
7.	<p><b>Risk Register:</b>  <b>RPA:</b> RR is still too long but it's clearer and simpler than it used to be.  <u>Feedback:</u>  <b>RS:</b> We need a RR that captures what you are generally concerned about rather than generic risks to all schools.  <b>CE:</b> Do we have to have the generic risks?  <b>RPA:</b> No. RLT view is that it's better for it to be shorter and more meaningful.  <b>RS:</b> Finance: Split into income and expenditure into separate lines of risk. E.g. Changes in who qualifies for FSM would affect PP Funding.  <b>RS:</b> What are the Safeguarding concerns? Extreme external challenges or systems not working properly. Is there a vulnerability?  <b>THN:</b> The SCR was our biggest internal vulnerability and that has been resolved.  <b>LEL:</b> Are the risks around new staff not being familiar with these processes?  <b>THN:</b> Our Induction process should make sure everyone is aware of our processes.  <b>MK:</b> How do you manage the induction process?  <b>RPA:</b> We are making it more focussed, which will help us manage the process in the future.  <b>RS:</b> There is a requirement from RLT to forward on a risk register once a long term (November, March and June).  <b>JR:</b> Is there a risk around Governance to include on the list?  <b>RPA:</b> Yes.  <b>RS:</b> Is it worth thinking about Ofsted headings and reflecting these through the risk register?  <b>RS:</b> Mitigates risk scores are very low. Is this genuinely the case?  <b>RPA:</b> Consider the risk scores after mitigation in the new risk register.</p>	
	<p><i>Action : Create a draft Risk Register that we're happy to send onto RLT.</i></p>	RPA
8	<p><b>SEF:</b>  <b>RPA:</b> RLT central team advice is that we shouldn't over reach and say that any parts of our practice are outstanding. If OFSTED disagree with our findings, they may say that leadership and management view is inaccurate and out of touch.  Strategy:  1. Be welcoming, get them to agree that we're good across the board.</p>	

	<p>2. Downgrade our judgements to 'good'. It is true that there is some inconsistency across the board which we are improving. E.g. Independent work to be done in silence.</p> <p><b>RS:</b> Is the best estimate that the school will get a visit from Ofsted this Academic Year?</p> <p><b>RPA:</b> It is very likely to be this Academic Year.</p> <p><b>JR:</b> Do we feel OFSTED ready?</p> <p><b>RPA:</b> RLT are supporting us. We are as ready as we can be without focussing too much of our energy on being 'OFSTED ready'. Our Support and Challenge partner has been working with our Middle Leaders to communicate how well the curriculum is being implemented in classrooms. Consistency and implementation are important. Currently, we're not as consistent as we would like to be.</p> <p><b>CE:</b> When you say some classrooms are better than others? How do you identify the teachers that need support?</p> <p><b>LMA:</b> We do a lot of quality assurance. 350 learning walks this academic year and we're confident that we know which teachers need extra support, and that we have appropriate support in place for both ECTs and experienced teachers. RLT didn't see anything that we hadn't already identified ourselves as being an issue.</p> <p><b>OFA:</b> Can you give a specific example of how the support is given?</p> <p><b>LMA:</b> Heads of Teaching and Learning are now in place. They are assigned to work alongside individuals over a period of time, both short and longer term. Often that support will be focussed on specific issues e.g. Behaviour management. They observe lessons, co-plan and observe again with the same areas of focus to see if the suggestions that they have made are being implemented. When improvements aren't made despite the support, everything is logged centrally.</p> <p><b>CE:</b> Do we give positive feedback for exemplary teachers?</p> <p><b>LMA:</b> Yes.</p> <p><b>RPA:</b> There is encouragement to other staff members to share good practice, aside from SLT, to present training at INSET days.</p> <p><u>Behaviour and Attendance (CBR)</u></p> <p>In almost all categories, incidents are down. Detentions are significantly down.</p> <p>1040 students have not had a single behaviour incident since September.</p> <p>We are still tackling some high-profile behaviour amongst some students, normal provision and RFL isn't working for them. However, the majority of our students are really engaging positively with school and we are not seeing significant behaviour issues in the classrooms.</p> <p><b>CE:</b> The number of assault incidents is quite high. Why?</p> <p><b>CBR:</b> We have a small handful of very high-profile, highly vulnerable and aggressive students. We have already made some provision changes for a number of them. Year 7 Head of Student Progress has already made curriculum changes to tutor times to work on kindness.</p> <p><b>CBR:</b> There are 129 students within the school with more than 10 incidents in a week.</p>	
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	<p><b>OFA:</b> Is SWS full?</p> <p><b>CBR:</b> There is currently one space and this is the first term that we have been able to take on everyone who was referred.</p> <p><b>RS:</b> On a number of the categories there is a peak in Year 9. Why?</p> <p><b>CBR:</b> We have some high needs students in Year 9 who are presenting some defiant behaviour.</p> <p><b>RPA:</b> This was a cohort that lost a lot of the transition due to COVID. Issues and challenges weren't picked up with or dealt with and we're now feeling the effects of that.</p>	
9	<p><b>Outcomes of public examinations:</b></p> <p><b>RPA:</b> <u>GCSE results</u></p> <p><b>RPA:</b> We are showing positive progress in both A-Level and GCSE. Official figures will show overall progress at national average.</p> <p>Those with 0 scores, or close to 0 scores affect the overall results summary. There were a couple of school refusers who are still on roll. Additionally, there is a cohort of 8-10 students who were on alternative provision. These are children for whom AP is the right thing, they are making progress and learning, but they are not sitting a full suite of GCSEs so they disproportionately bring down the figures for the rest of the cohort.</p> <p>The best way to improve the results is to improve attendance as well as teaching and learning for all lessons / year groups.</p> <p><b>RS:</b> It is clear from the Governors visit that there are some subjects that have issues. Drama and IT - teacher absences are the main contributing factor.</p> <p><b>RPA:</b> The inconsistency is partly caused by inconsistency of staff in delivering curriculum. The class by class breakdowns show which teachers are weaker and the school is supporting those colleagues.</p> <p><b>CE:</b> Did any of the students find that they couldn't move on to do what they wanted to do because of results?</p> <p><b>LMA:</b> No, especially not for those moving onto our Sixth Form.</p> <p><u>A-Level Results:</u></p> <p>There is a hidden covid impact which meant that there were a high number of staff absences. Cover was stretched and as 6th form classes are the easiest to leave with set work, they are sometimes not allocated a cover teacher.</p> <p><b>RS:</b> That year 13 cohort had a high level of students that went elsewhere.</p> <p><b>RPA:</b> That's right, 16% went to other schools at sixth form.</p>	
10	<p><b>a) SIP 2022-23</b></p> <p>October updates are on the document in the Governor Folder, they are same as the one that we finalised in the summer.</p> <p><b>RS:</b> What would be the most obvious sign of progress?</p>	

	<p><b>RPA:</b> Behaviour data continuing with the same positive trend. Attendance remains good or improves. Our learning walk data continues to show improvements in the consistency of delivery in class.</p> <p><b>LMA:</b> When our support and challenge partner recognises the improvements and he should provide 3 updates to Governors this Academic Year.</p> <p><b>CE:</b> What about mobile phone use in school?</p> <p><b>RPA:</b> We have consulted the students through focus groups. We have asked parents for general expertise in helping us navigate the issue. We have also discussed it with the staff.</p> <p>The next step is to put together a proposal. Can we get to a place where kids are using their phones sensibly and in a mature way? If not, we will consider banning them.</p> <p><b>CE:</b> Can they be banned outside of the classroom?</p> <p><b>CBR:</b> We are encouraging use for checking calendar, timetables etc.</p> <p><b>JR:</b> Unclear rules make it difficult to set a boundary and add another thing for staff to police.</p> <p><b>RPA:</b> We need to work out where the boundaries are and then we'll work out how to police it. There is a lot of external pressure to ban phones completely but we are trying to take a measured approach. Decision towards the end of term 2 and then tell the community what our conclusions are.</p> <p><b>AK:</b> Are there plans to have lockers?</p> <p><b>RPA:</b> There's no-where for children to put lockers for all students.</p> <p><b>JMC:</b> We asked if people wanted lockers. 15 people now have access to lockers some of which we have for free or at a very low cost for students with SEND.</p>	
	<p><b>b) Governor Visit</b></p> <p><b>i) Comms Link</b></p> <ol style="list-style-type: none"> <li>1) Lots of work goes into keeping the website as up to date as possible and to make improvements. The prospectus online and we are considering new photography for use across the school.</li> <li>2) CPD - marketing in schools training was attended by Comms Officer. Comms are producing a 'Why Cheney' video : student voice, teacher voice and parent voice.</li> <li>3) They are working through website compliance for OFSTED.</li> </ol> <p><b>ii) Museum:</b></p> <ol style="list-style-type: none"> <li>1) LRO and DGI felt the museum is being seen much more as part of the school and are in a better place now than they have been. More consideration needs to be made when works are being done so that LRO can protect paintings and exhibits. There is lots of uptake at Breakfast Talks and the recently held EcoFest.</li> <li>2) LRO bidding for a project called 'The Great Escape' which would invite primary school children visiting the school to go on the existing tree trail around the school.</li> </ol>	

	<i>Action: organisation chart to clarify RLT vs Cheney responsibilities.</i>	<i>RPA</i>
12	<b>Safeguarding:</b> <b>RPA:</b> To note, there is an increase in the number of cases compared to this time last year. <b>CE:</b> There were problems with getting appropriate support from the county. Is that still the case? <b>THN:</b> No longer the case. OCC brought in an agency who worked with them to clear their backlog. <b>THN:</b> SCR is up to date and much less of a risk. There is new legislation around Keeping Children Safe in Education. A lot of work has been done over the last couple of months to tighten up and improve processes.	
13	<b>Allocated funding:</b> <b>RPA:</b> We also need to account for National Tutoring programme money but we don't have to account for it in the same way.	
	<i>Action: Once funding is known it will be put up on the website. Pupil Premium and Year 7 catch up - withdrawn.</i>	<i>RPA</i>
14	<b>Staffing:</b> <b>RPA:</b> We have found a Drama Teacher for 0.5. <u>Leavers and Joiners:</u> Our headcount is dropping slightly. Recruitment remains difficult, especially in some of the lower paid jobs e.g. Science Technician, this is mostly due to traffic and cost of living and is a problem faced by all city schools. <b>RPA:</b> The feedback from exit interviews was that most people were leaving for family reasons, promotion or relocation. <b>CE:</b> Re science technicians. Oxford undergrads need some work experience, are local and would have the right skills. <b>RPA:</b> It would be great if we can find an efficient pool of students who could work at Cheney.	
	<i>Action :Connect CE with BPR</i>	<i>LMA</i>
15	<b>Governor Training:</b> At least one Governor needs to complete Safer recruitment Training.	
	<i>Action : Circulate link to CE and JR.</i>	<i>JMC</i>
16	<b>Governor Recruitment:</b> Discussed above.	
17	<b>Policy Review</b> <ul style="list-style-type: none"> <li>• <b>First Aid</b></li> <li>• <b>SEND</b></li> <li>• <b>Child</b></li> <li>• <b>Child Protection Safeguarding</b></li> <li>• <b>Staff Allegations</b></li> <li>• <b>RFL</b></li> <li>• <b>TEaching</b></li> </ul>	
	<i>Action : Review and email approval ASAP</i>	<i>ALL</i>



18	<b>Items to refer to the Trust:</b> <ul style="list-style-type: none"> <li>• Organisation chart to clarify roles.</li> </ul>	RS
19	<b>Any other business (Chair):</b> <ul style="list-style-type: none"> <li>• Recruitment of Clerk <ul style="list-style-type: none"> <li>○ Go ahead with things ourselves</li> </ul> </li> </ul>	
20	<b>Term Dates:</b> Document shared and dates agreed	