



Cheney School
Minutes of Full Governing Body Meeting
Held on Monday 22 May 2023

Present	Richard Stamper (RS) Rob Pavey (RPA) Jess Rogers (JR) Claire Edwards (CE) Mo Kamuss (MK) Dhruvika Meta (DM) Chris Smowton (CS) Pam Takhar (PT) Gary Morris-Iveson (GMI) Iona Foster (IF) Sarah Bedding (SB) Alison Kahn (AK) Cathy Oliveira (CO) Colin Fletcher (CF)
In attendance	Charlotte Broom (CBR) Tom Haines (THN) Lucy Payne (LPA) Jodie McMinn (JMC) Louise Elias (LEL) Louise Marsh (LMA) Anu Dawson - Clerk

1.	Welcome and introduction of new governors (Iona Foster, Pam Takhar, Cathay Oliveira and Dhruvika Mehta)
2.	Declaration of Interests None declared
3.	Appointment of Link Governors a. Attendance Link : Gary Morris-Iveson b. Disadvantaged students link : Sarah Bedding

	<p>c. Still required : PHSE Link Governor</p> <p>Action : Ensure consistent reporting of Governor Link Visits. Link to reporting form</p>
4.	<p>Safeguarding Update : THN</p> <ul style="list-style-type: none"> Nothing major to report, small expected fluctuation in the numbers from the last report. Currently 121 children open to some form of social care. Strengths and Needs (previously called Early Help Assessment). Aim is to be preventative before children get to the social care threshold. Last academic year a total of 15 were completed, this year we are already at 55. This is partly because of increasing needs but also because of increasing threshold for support from external agencies. Year 10 - Serious youth violence in the community has come into school and has taken up a lot of staff time. There is a multi-agency response and Cheney has conducted regular searches to try and keep the boys, and the school community, safe. Q: Given the increase in workload this academic year, does the Safeguarding Team have time/capacity to manage it all? RPA: This is a symptom of pressure elsewhere in the system. Strength and Needs form is creating a barrier to accessing help from external agencies. The budgets are exceptionally tight but we are due to be running a small deficit next year and are looking at creating a new combined Safeguarding / Attendance post which will add some capacity. We have also been attempting internal streamlining to make the processes more efficient, e.g. CPOMS now has a well-being concern category so that pastoral concerns can be dealt with by Year Teams without going via Safeguarding. The team as it stands is larger and has more capacity than it did last year but the staffing picture is tough because of the budget. Q: How many year 10 boys are involved and is there a knock-on effect on other Year 10 students? The group in Year 10 which is causing concern, has resulted as a result of tensions between the Black and Asian communities and gang divisions outside of school. Lot of work is being done with Year 10, referrals have been made to social care and the youth justice team who are coming in to do groupwork with parents. The School police officer is regularly on site and there is almost always a police presence at the end of the day. Police officers have visited each of the boys and their families. Q: Is there a potential to spread beyond Year 10? Possibly and this is a problem for other schools as well. All schools meet regularly with social care and various members of OCC. Q: Is there a link between these children with attendance? They are coming into school but they are often not in lessons. They were often late but this has been resolved. All students involved have said they would prefer an non-intrusive search with a knife wand rather than a physical search for the very

	<p>small number of students who need to be searched. It would be used in private. Any objections?</p> <p>Some other schools have used them to scan everyone on entry.</p> <p>Q: Are the Head of Years, Level 3 Safeguarding trained?</p> <p>Some are, but not all of them are and they don't have the capacity to deal with any additional work beyond their allocated year group.</p> <p>Q: How aware are the other children about the searches going on?</p> <p>Not very. The group's immediate friends are but most children are not.</p>
5	<p>Attendance</p> <p><u>Attendance Policy:</u></p> <p>2 new paragraphs have been added to clarify how much attendance will be authorised without further evidence and/or a conversation.</p> <p>Q: Is it worth having a line acknowledging that the systems are not working properly?</p> <p><i>Action: LPA / ADA Something on the website acknowledging that there may be a problem with the system.</i></p> <p>APPROVED BY GOVERNORS.</p> <p><u>Attendance Update</u></p> <p>LPA introduced herself and talked through the shared documents. Attendance figures are very much the average amongst other RLT schools.</p> <ul style="list-style-type: none"> ○ Year 9 is a year group of concern. Attendance is lower than we want it to be, and it particularly is our PP and SEND students so these are our focus areas. ○ Attendance action plan: refining processes, support for parents/carers and better communication, focussing on students with severe absences (below 50%) and action plan for persistent absence (50-90%). Best practice, across the trust and further afield, is being sought to inform the process. We are working to build a culture of excellent attendance. ○ There are now actions for attendance issues from 1 day to persistent absence. We are holding regular conversations with parents/carers of persistent and severe absentees about barriers and how we can support their child to come into school. The response to these meetings has been really positive. ○ Culture building; weekly attendance tutor time slots, positivity around attendance e.g. what education can do for you rather than focussing on consequences for missing school. ○ In the few weeks since the plan has been implemented, we've seen a positive trend, especially with PP students. <p>Q: Are Year 9s all individual children or is there a group of students who all have persistent absence.</p> <ul style="list-style-type: none"> ○ Mostly individual children. <p>Q: Concerns raised about where the data is coming from and whether it is reliable.</p>

	<p>One of the things that the Attendance Manager does is close the day before and he needs to look that this is all working properly. One of our new trackers looks at falling attendance and the first action that prompts is to check the accuracy of the attendance record rather than a conversation with parents.</p> <p>Q. Are you rewarding students with 100% attendance Improved attendance is being recognised as well as 100% attendance. This is recognised with contact home and house points.</p> <p>Q. Is there a problem with Year 9 specifically or with this particular cohort? It's this particular cohort. These are the children who missed the transition in COVID lockdown. They also happen to have a high number of EHCPs and complex cases. The response to them has to be individualised.</p> <p>Q. What is the value of house points to students? Work is being done to encourage students to value house points more. They currently enjoy getting house points to build toward their end cup. The lower years are more invested in House Points.</p>
7	<p>Student Voice</p> <p>Summary from CBR: We've done a lot of student voice activities this academic year and have moved forward in embedding student voice into our processes. This is resulting in valuable feedback from our students. This document synthesises all student voice from September:</p> <ul style="list-style-type: none"> • Teaching and Learning : the feedback is that students don't like to listen and write at the same time. • Cover lessons are a concern, as is consistency of application of behaviour policy. • Harassment (linked to bullying) : they know how to report it and know who to go to. Large serious incidents are rare although 'banter' is more common and this is what we need to tackle. • Gender: Boys feel like they are hard done by and challenged more, the girls agreed. • Personal Development: Branding of personal development. • Toilets and Canteen: Usual complaints which we are aware of. • Strengths: Reading, library and relationships with teachers and trusted adults. <p>Q: Personal Development Curriculum, where does it come from and how is it monitored?</p> <ul style="list-style-type: none"> • It is taught through our tutor time and enrichment and curriculum and assembly programme. Particular work has been done around personal development around tutor time. • It is discussed with tutors annually to evaluate and adapt. Regular meetings are held with PHSE leads and CBR to assess the work. • We are adapting the curriculum to respond to current affairs. E.g. Safeguarding issue around sharing indecent images and there will be an assembly next week addressing this. <p>Q: Are you confident that the Student Council is reflective of the school?</p>

	<ul style="list-style-type: none"> Work has been done by BRO regarding the demographics and they are pretty representative. There is an imbalance of boys and girls.
8	<p>Policies</p> <p><i>Action : Health and Safety Policy needs to be reviewed. RS / JMC / DDA</i></p> <p>Relationship and Sex Education Policy:</p> <p>RBO summarised: RSE policy is part of the Personal Development Curriculum and is delivered through Year 9, 10 and 11 enrichment lessons. We recognise that the issues discussed can be sensitive issues for students and their families. We make it clear that parents have a right to withdraw students from lessons and there were approximately 30 students who opted out this year. Sex education lessons can be difficult for staff to deliver so we are moving to smaller group sessions taught by volunteer teachers.</p> <p>Q: Is Consultation carried out with groups other than governors, as indicated in the policy?</p> <p>Student voice sessions were done with groups of students to get their views.</p> <p>We also send out a letter to parents inviting them to look at the materials and provide feedback/comments. This is done annually. Some parents exercise their right to withdraw but we received very few other comments, other than positive feedback.</p> <p>Q: How can we ensure that the material is being delivered appropriately?</p> <p>Lessons are age appropriate and there is a change in content as the children get older. There is a problem with consistency of tutors which is why the change is being made to have a team of volunteers delivering the content.</p> <p>Q: What do students who find the lesson difficult for any reason do if they are worried about something they have heard?</p> <p>There are specific rules around what is to be discussed (e.g nothing personal). They know to go to their tutor or the safeguarding team if they are concerned.</p> <p>Q: How are the volunteer teachers going to be prepared for the sessions?</p> <p>Time will be given for staff to read through the materials in advance. Groups of teachers will be from the same curriculum teams so that planning meetings is easier. We are focussing on the content and also the teaching style to enable our students to be able to articulate their ideas and discussion is facilitated.</p> <p>Q: There has been pushback from outside school regarding how the differences between biological sex and gender are discussed. Are you confident the policy addresses this?</p> <p>We recognise the complexities of this and we have thought very carefully about it. The governors need to be happy that it is reasonable and appropriate.</p> <p>POLICY APPROVED BY LGB</p>
9	Finance and Resources Committee Report

	<p>The budget as presented has been agreed by the Finance Committee and RLT. It's showing a £90k in year deficit next year. The trend is deteriorating in the 2-3 year forecast unless something changes:</p> <p>Uncertainties:</p> <ul style="list-style-type: none"> • OCC adequately funding children with SEND • Future pay rises and whether they are funded • Funding from RLT for future major works <p>MK summarised: We would like to increase income provision from OCC, if that isn't possible there was a discussion around options and ways to bridge that gap. We are in a much better position than many other schools. There is only 1 other school within RLT not predicting a deficit. And we have significant reserves.</p> <p>The planned spending of reserves on building improvement works has been reconsidered, especially in light of matched funding from RLT.</p> <p>Strategic view needs to be taken on what we do in 24/25:</p> <ul style="list-style-type: none"> • The current staffing numbers have allowed us to have smaller class sizes in most year groups. • Wage increases have been weighted in favour of younger staff and the demographic of our staff mean that our wage inflation is going to be higher than some other schools. • Our alternative provisions, which use high resources, allow us to support many different groups of children across the school: <ul style="list-style-type: none"> ◦ C+ allows our most vulnerable children to access school ◦ Star classes are for children with very low literacy levels and there is a pathway for those students right up to GCSE ◦ UP Classes are an extended transition pathway for children with social and emotional needs. ◦ SWS is our internal provision for children who are at risk of PEx. • One option to balance the budget is to remove some/all extra provision. • Alternative option is to increase average class sizes in mainstream lessons. We currently have below average class sizes in most year groups apart from in Year, 7 which is a bulge year. • Q: What's the current average and national class sizes? <ul style="list-style-type: none"> ◦ Year 7 : around 27/28 which is Trust and National Average ◦ Year 8 and 9 : around 24 <p>Action : Request from Governors for a report from SLT about the feasibility and impact of increasing class sizes. Including benchmarking around other schools.</p> <ul style="list-style-type: none"> • The Finance and Resources Committee has approved the budget. <p>Q: IS the LGB happy for the school to keep subsidising Sixth Form by increasing class sizes for lower school?</p> <ul style="list-style-type: none"> ◦ No objections raised.
10	<p>SIP 2022-2023</p> <p>Year 11 Data sheets:</p> <ul style="list-style-type: none"> • Across the whole school, the P8 score indicates we are making the expected progress. When you take out those whose attendance is

	<p>70% or higher, P8 is +0.4. This indicates that the children who are in most of their class are doing well.</p> <p>Action : Please read the support and challenge partner notes linked from the SIP.</p> <ul style="list-style-type: none"> • AP3 results are likely to be better, grade boundaries likely to be more generous and college attenders haven't got grades entered in their and it's likely that our progress 8 score will improve. However, we are unlikely to achieve a P8 score of +0.5 as specified in the SIP. • RS emphasised the benefits and importance of Governor visits. Next visit is the 4 July 2023. Inclusion of student voice. <p>Q. How do you quantify improvement on the SIP for long-term actions: There are some hard numbers e.g. Staff retention as well as external QA measures e.g. Support and challenge partner reports and RLT surveys. Internally we can look at behaviour data. Consideration needs to be given on potentially impact to the the quality of the classroom teaching if class sizes are increased.</p>
11	<p>Link Governor reports</p> <p>Comms Link : Summary given by JR. Department working well.</p> <p>SEND Governor Link : Summary given by SB report for challenges of staffing and also around the admin.</p>
12	<p>Staffing</p> <ul style="list-style-type: none"> • Music department recruitment has been tricky to recruit staff for. • Currently, we are likely to be fully-staffed with subject specialists in September. • There has been a lot of staff sickness which has impacted cover demands on staff.
13	<p>Governor Recruitment</p> <p>No discussion</p>
14	<p>Refer to Trust</p> <p>No items at present</p>
15	<p>AOB</p> <p>Proposal: Renaming of maths corridor section of Wainwright after Derek Ford, to celebrate his 50 years of teaching in Oxfordshire.</p> <p>Agreed.</p>