

Churchbury Lane
 Enfield Middlesex
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 Headteacher: T Douglas BA (Hons) MA NPQH



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4 December 2024

MEMBERS

Position	Name	Date of Appointment	End of Term of Office
LA Governor	Mr Chris Hyland (Vice-Chair)	24 March 2021	23 March 2025
Parent Governors (4)	Ms Kirstie Barrett	8 December 2022	7 December 2026
	Mr David Behling	4 December 2023	3 December 2027
	Mrs Andrea Willans	1 November 2024	31 October 2028
	Ms Layla Hall	1 November 2024`	31 October 2028
Staff Governor	<i>Ms Melanie Nathan</i>	30 June 2021	29 June 2025
Co-opted Governors (8)	Ms Anna Constantinou	08 September 2023	07 September 2027
	Mrs Tracey Jenkins (Chair)	2 January 2021	1 January 2025
	Ms Mandy Hurst	5 December 2022	4 December 2026
	Ms Karen Khwaja	8 December 2022	7 December 2026
	Dr Georgia Lucas	4 December 2024	3 December 2028
	Vacancy x 3		
Headteacher	Ms Tanya Douglas	1 April 2021	-

Also Attending:

Natalie Slade (DHT)
 Krysia Sosin (DHT)
 Simone Ferndandez (SBM)
 Mandy Newell (Clerk)

Italics Denotes absence

MINUTES – PART 1

1. APOLOGIES FOR ABSENCE

An apology for absence was received from Mel Nathan

RESOLVED to consent to this absence

2. DECLARATION OF INTEREST, PECUNIARY OR OTHERWISE IN RESPECT OF ITEMS ON THE AGENDA

Governors were given the opportunity to declare any prejudicial interest they might have in respect of items on the agenda. No declarations were made.

3. MEMBERSHIP AND CONSTITUTION

(a) Co-opted Governors

REPORTED that Dr Georgia Lucas had been recommended to join the Governing Body.

NOTED that the term of office for Tracey Jenkins would be coming to an end on 1 January 2025.

RESOLVED

(i) to appoint Dr Georgia Lucas as a Co-opted Governor with effect from 4 December 2024;

(ii) to re-appoint Tracey Jenkins as a Co-opted Governor with effect from 2 January 2025.

(b) Parent Governors

REPORTED the election of Layla Hall and Andrea Willans as Parent Governors with effect from 1 November 2024.

(c) LA Governor

NOTED that the term of office for Chris Hyland would end on 21 March 2025.

RESOLVED to re-appoint Chris Hyland as LA Governor, subject to LA approval,

NOTED that the new Governors were welcomed to the Governing Body and introductions were made.

4. **MINUTES/MATTERS ARISING FROM THE MINUTES**

The minutes from the meeting held on 18 September 24 were agreed as a correct record

RESOLVED that the minutes be signed on GovernorHub.

ACTION: CHAIR

5. **CHACE STRATEGIC DIRECTION**

RECEIVED a presentation from the Headteacher and the Self-Evaluation Form (SEF), a copy of which is included in the Minute Book and available to view on GovernorHub.

REPORTED that Governors considered “ Where are we now, what are our next steps” and the following matters were highlighted;

- (a) the Headteacher explained that she had met with the SLT to consider the strategic direction of the School and the situation with education in general around navigating the national challenges all schools were facing. She stated they recognised the need to deliver the vision and values of the School now and in the future. Exploratory meetings around how to do this had been held with the Chair and other Governors too and the Headteacher was keen for Governors to be part of setting the strategic direction with her and the SLT;
- (b) Governors were guided through the three year accomplishments that had been achieved since the Headteacher was appointed. These included addressing the financial challenges the School had been facing and working towards achieving a good Ofsted;
- (c) Governors considered the journey the School had been on since the Headteacher took up her role and the large amounts of work that had been implemented in the many challenging areas that had been highlighted. The Headteacher was delighted to inform Governors that at a meeting last week a member of staff had commented how well everyone in the school understood the new vision and motto and were now using the language of this in daily school life. Everyone was very proud of the School and where they were now;
- (d) **A Governor commented on the major work that had been required to sort out the budget situation** and she considered it had taken courage to undertake what has to be done. **Another Governor commented** that it was easy to forget now just how tough it had been;
- (e) Governors noted the information in the SEF and were reminded that this document highlighted both strengths and weaknesses. Particular strengths were seen around the curriculum and the provision of CPD. Pastoral care was also very strong at the School and continued to get stronger. There were now two Pastoral Leads in place and vulnerable children were well supported. Students continued to do

consistently well in Art and the School was in the top 10% of the country for results in this subject. Anna Constantinou was congratulated on her excellent work as Head of this Department. Personal development at the School was another area that everyone was very proud of;

- (f) areas that needed to be addressed further were overall outcomes, despite the successes of some individual Students and attendance rates needed to increase to be in line with the national benchmarks. Continuing improvements were being seen around behaviour and culture and this needed to carry on;
- (g) Governors were guided through the national picture and concerns that everyone was facing. There would be a need to consider the changes in Post 16 qualifications and BTECS in the future. Teacher recruitment targets were still not being met and the School still had staffing gaps but this was a national crisis. Governors discussed the difficulties in offering subjects such as business studies due to the lack of teachers for this. This had also been the case for geography. A Head of RE had just been appointed after trying to appoint to this role for a year. SEND was an increasing concern nationally;
- (h) the new Ofsted framework would be a challenge with the old judgements being removed and the introduction of report cards and the possible introduction of ten new sub headings which would be graded with five different levels. Governors discussed this in depth and considered the need to be fully aware and ready for the next stage of changes. **A Governor wondered how long an Ofsted visit would be scheduled for in the future.** The Headteacher said they were not sure at this stage but Deep Dives would no longer happen;
- (i) Governors considered the local picture and the issues the LA had with their finances. There had been a reduction in LA services which meant that the Schools had to pay for extra services they required. There was a lack of Alternative Provision (AP) and costs were high. Falling rolls were being seen in both primary and secondary schools and the birth rate was not expected to rise in the Borough until around 2040. Governors considered the fact that the School was not full in Year 7 and the fact they did not have control over their admissions at they were an LA maintained school. They discussed the very difficult situation in depth and the need to ensure the School was marketed to the best of their abilities;
- (j) Leadership and management was evaluated and the Headteacher assured Governors that everyone did all they could to provide a positive impact for all their Students. Work was ongoing to ensure this continued to happen;
- (k) the Headteacher highlighted the fact that “serious times require strong leadership” and that there could not be any self-interest and everything had to be about putting the children first. She reiterated that all the measures in place were for the good of the young people. The Headteacher considered herself to be a strong leader and she had worked on initiatives to improve the School since she came. Governors agreed and thanked her for all her hard work to date;

- (l) the Chace context was reviewed. The School was an average sized Secondary LA School with higher SEND, English as an additional language (EAL) and disadvantaged than the average. There were 12 Students in the Additional Resource Provision (ARP). The School had a six form entry. The vision, values and school motto had been implemented in Summer 2021 and a brand update including a new logo and uniform had been put in place from September 2023. The Ofsted inspection in April 2022 had resulted in a move from double RI to Good;
- (m) Governors discussed the context in depth and the Headteacher asked them to consider any vulnerabilities for the School and to think about what areas the leaders could explore over the coming months to future proof the School. Governors broke into couples to consider this. They determined that the changes to Ofsted wording could effect whether parents found the School attractive as for example a secure school might not sound as positive as a good school and a change in wording could create a different picture in their minds. They also considered that there were vulnerabilities around the School role and implications of there being an over supply of school places in the Borough. Funding could also be a vulnerability. The new building was seen as a positive and it was commented that this would help to counteract any vulnerabilities and help to ensure parents wanted to send their children to Chace Community. Governors discussed the need to continue with the branding. **A Governor commented that once Students were in the School, they and parents recognised how great it was** but it was vital to get them in and the promotion of the School and the new build was vital;
- (n) Governors considered the outcomes last year and the fact that the cohort had been a unique one which had affected the results. It needed to be recognised that not all of the interventions needed to be changed as some were very successful and could work well with other cohorts. Governors also determined that the high numbers of SEND children could be as a result of the School being a victim of its own success in terms of how they helped and worked with these children. They discussed the use of social media and marketing to ensure people understood the unique work undertaken in the School. **A Governor commented that belonging was a unique selling point (USP)** and it was important that people in the community knew and understood what the School was doing now;
- (o) the SLT had considered the main vulnerabilities to be around outcomes, Ofsted and being isolated as a school in the way they operated. **A Governor reiterated the need to consider the USP of the School** and considered it could be valuable to get in earlier to Years 5 and 6 parents in order to make them want to choose a mixed school over the single sex schools close by;
- (p) the reflections of the SLT were reviewed. They had considered the need to create economies of scale and working with other schools to achieve this and that the pros and cons of academisation should be discussed. Work with a feeder school was being undertaken and they had considered recruitment and retention strategies. They had discussed the need to improve outcomes to attract families and staff to

the School and considered the need to ensure full understanding of the new Ofsted framework in order to maintain their Good judgement;

- (q) **the Chair and Headteacher wondered if it would be useful for Governors to meet in smaller groups to discuss and reflect on the presentation they had just received or whether they might like to reflect on it and discuss as a whole group first. The Chair stated she recognised the issues the SLT faced and fully supported their requirements.**

RESOLVED following further discussion, to arrange an extra Governing Body meeting in the new year and to then set up smaller discussion groups. Whatever was decided in these meetings would always be in the best interests of the children.

ACTION: CHAIR/HEADTEACHER/CLERK

6. **REPORT OF THE HEADTEACHER**

RECEIVED the report of the Headteacher, Ms Tanya Douglas, a copy of which is included in the Minute Book and available to view on GovernorHub.

NOTED that Governors had read the report prior to the meeting but the following matters were highlighted;

- (a) the Headteacher informed Governors they were working closely with PIXL to continue to drive improvements in outcomes across the school. Outcomes were not everything, but they were important and provide Students with dignity at the end of their studies. It was the School's duty to ensure they could achieve personal excellence during their time at Chace and transition to their next step destinations based on their end of course qualifications. It was the aim to ensure 43% of Year 11 achieved 5+ in English and maths. Diligent work was now in place and everyone was more buoyant around understanding where they needed to be;
- (b) there was a positivity being felt around Year 7 with more children at the School who wanted to be here. Staffing had improved from September 24. The tide was turning in line with where the School wanted behaviour to be. The first Stakeholder questionnaire had been sent out and there had already been positive feedback about behaviour which meant that most Students would be learning and in turn achieve better outcomes.;
- (c) the Headteacher acknowledged the work that Simone Fernandez, SBM had done during her twenty years at the School but explained that she would be leaving at Christmas. She had worked so very hard and both staff and Governors were indebted to her. A presentation from the Governors was given to the SBM who thanked her personally for all she had done to help the School. The SBM thanked everyone and said it had been a pleasure working with the Governors over the

years. Interviews to try and find a new SBM would be taking place on Friday 6 December;

- (d) support staff would begin their appraisal cycle in January 2025 and an off site day was also planned for them. Work would continue to ensure there was a focus on outcomes. An Art Technician appointment had been made today and a Head of RE would be joining in January. Governors reviewed the staffing data within the report and **the Chair highlighted Shirley Peace who had been at the School for many years and would be leaving in February.** There had been six new appointments since Summer 24, three changes of role, three resignations/end of contracts and there were currently five vacancies.

RESOLVED that Shirley Pearce be sent a thank you letter on behalf of the Governors.

ACTION: CHAIR

- (e) Krysia Sosin highlighted the areas around teaching and learning. The focus for this term was Routines as a way of eliciting Active Participation from tudents. Strategies were being shared with staff on how to embed routines consistently across the school so that learning time was maximised. CLT were also presenting assemblies each half term so that students understood the routines teachers used. All classroom based staff were in TLCs - Teaching and Learning Communities, led by CLT. Everyone would have the opportunity to spend time in another teacher's class, observing the key students that teachers were looking to work with to ensure better participation. CLT are also regularly setting relevant reading tasks to ensure research-led messages were shared about how to improve teaching and learning. The first twilight followed a new format. Students finished at 2.30pm giving additional time for staff to meet in their TLCs, engage with their professional development and then make plans to put it into practice;
- (f) the focus was on Questioning and how to ensure staff asked the right type of question at the right time to ensure active participation. Teaching staff without leadership responsibility spent time with Barbara Terziyski looking in detail at the appropriate type of questions to use when planning and sequencing in lessons. Staff found it useful to have time to reflect on the training and use it immediately in lesson planning. Staff with leadership responsibilities were involved in Leadership Development Time and the focus was on laser sharp intervention and using data to identify the right Students. Teams also considered how PPE data and results would be shared with Students to have more impact. Feedback was positive around having more time to engage with the training and to meet with team members to start planning. Four more twilights were scheduled for this year which would follow this format. The expected impact would be on the quality of middle leadership as well as the quality of teaching and learning. The twilight session LDT formed part of the new Middle Leadership Development Programme. The SLT had identified middle leaders as needing additional training especially if they were new to Chace. Governors were guided through the new programme in the table, which

had two strands to meet the needs of the middle leaders at their stage of development;

- (g) there were currently four year 2 ECTs and two year 1 ECTs at Chace. They were working with mentors on the Ambition ECT programme. All had formal lesson observations and regular drop-ins, which were used to assess their progress across the year. They were all currently making good progress in their teaching. There were currently 10 trainee teachers at Chace on their first placements. Staff continued to value their role in supporting new teachers in their careers. Two teachers had joined from Teach First, geography and science as well as one teacher on the salaried SCITT programme supported through the School's partnership with The Compton School. Several staff were also being supported to complete National Professional Qualifications and several middle leaders were on track to start the NPQSL in the February cohort;
- (h) Natalie Slade guided Governors through the attendance figures and she was pleased to report that overall attendance had improved by 2.7% from 89.5% to 92.2%. The target remained at 94%. Persistent absence (P/A) had hugely reduced from 36.6% to 23.7%. Attendance continued to be celebrated through the rewards system. This autumn term, a form tutor rewards breakfast had been introduced to celebrate the form class in each year group with the highest attendance.
- (i) that since the last GB meeting and/or in the summer term there had been.
- 16 school complaints;
 - 13 Children Looked After – these figures were now more in line with national;
 - 9 Child Protection (Safeguarding) referrals to MASH;
 - 1 allegations against staff reported to Lead Officer for Child Protection;
 - 10 reported racial Incidents;
 - 0 reported serious Bullying Incidents;
 - 1 significant safeguarding issue, whether to do with sexual behaviours, radicalisation or any other form of threat or risk to young people;
 - 12 suspensions. In the Summer term there were 17 suspensions and one permanent exclusion. Reasons for suspensions were verbal threats against a Student, persistent disruptive defiant behaviour, physical assaults on Students, swearing at staff, possession of a weapon/prohibited item, possession of an illegal substance and damage. Persistent disruptive behaviour was now the main reason for suspensions, rather than physical assault on students;
 - 0 Child on Child abuse.
 - 1 successful managed move in the Summer term and 1 pending this term.
- (i) interventions for Students had now been categorised into a tier system so that Heads of Learning could support students in a graduated way. There were three tiers, Tier One – Universal, Tier 2 – Targeted and Tier 3 – Specialist. The Headteacher highlighted the cost of AP and explained how working pastorally had meant more children were in classes now which meant less money was being spent;

- (j) in respect of Student Leadership and rewards the Head Students had chaired 2 meetings this term and set up 4 committees:

Excellence - Strategies to support outcomes
Responsibility - Improving the school environment
Belonging - Equalities and Charity support
Wellbeing - Strategies to support student wellbeing

Each committee had put in place an action plan for the year and would meet half termly to put plans into action. Meetings had been calendared for the year with each meeting having a specific focus. The focus for the Autumn term was belonging. Specifically creating greater enrichment opportunities for students. The following number of students had received badges for achieving positive points milestones:

Bronze Stars (50 positives) - 298
Silver Stars (200 Positives) - 45
Gold Stars (300 positives) - 1

Over 250 scratch cards had been given to students who showed consistent excellence. Prizes included chocolate, jump the lunch queue, branded stationery, amazon vouchers and ear pods;

- (k) Post 16 information was highlighted. Everyone continued to be very proud of the Students and their success. In all, 72% of students leaving Chace in 2024 were placed at university. From those who did not apply, 22% entered employment, 14% took up apprenticeships and 14% went to college. This year had begun successfully in terms of enrichment, UCAS and key skills in sixth form. Some excellent work on careers was being undertaken and personal development in the sixth form was excellent. Governors noted the detailed information provided by Mel Nathan in the report and the work being done in the sixth form by Mel and her team;
- (l) Governors reviewed the detailed section of the report around careers. Unifrog continued to be an important part of the careers programme, with every student and teacher having a login. Work continued to meet the Gatsby Benchmarks above the national average, according to Compass and enrichment days continued to have a careers focus. The Headteacher explained that they were exploring plans for Year 10 to receive work experience again.
- (m) Governors noted the forthcoming event dates.;
- (n) Krysia Sosin gave an update on the curriculum. This year there were only minor changes to the subjects being delivered across the curriculum, however work continued to evaluate and evolve the curriculum over time. Business studies was not offered as an option in year 10 but Economics was added as a new subject at A Level. Religious Education GCSE 'for all' had now been completely phased out at KS4. In year 10 and 11 RE was now compulsory as a non-examined subject and

students could choose to take it as a GCSE option subject. Keeping Chace Under Review (KCUR) was the method of providing continuous evaluation on the quality of education at Chace. So far this year there had been the first learning walk, work scrutiny and the Science Deep Dive. New for this year would be the introduction of curriculum reviews for smaller subjects in the spring and summer term. Each item included review of aspects of the curriculum as well as opportunities for developing middle leaders on the curriculum. It was important the team all had consistency around what the curriculum should look like through the lens of lesson observation and the work the Students did in their books and for home learning;

- (o) the Curriculum Committee had reviewed the data in depth but all Governors noted that in Year 11 23/24 summer exams, the Progress 8 and Attainment 8 scores were lower than would have been liked as 28% achieved 5+ in English and Maths. The performance of the pupil premium (PP) students was also a concern. They were predicted to be the lowest performing group for progress at KS4, however, nationally this group performed about 0.7 of a grade less than other students. The year 10 23/24 summer data was looking more positive with over 37% of the Students predicted to achieve a Grade 5+ in English and Mathematics, 28% of students with pupil premium were achieving this grade. There would be no national progress 8 measure for this year group as they did not sit their SATs due to the Covid pandemic, so performance in English and Mathematics GCSE's would be the headline measure. There was confidence around the current Year 11's
- (p) the Headteacher highlighted the area of the report showing Chace Priorities for 24/25 and reminded Governors that the areas in blue italics showed what had been achieved so far. **Governors commented on the large amount that had been done in a short time.**
- (q) community links and outside agency work were going very well. The School had been working closely with Nexus in creating extra-curricular opportunities for Students as part of the new local authority initiative, 325. The aim was to actively engage students in activities after school, rather than partaking in anti-social behaviour in the community. This new initiative had been successful in engaging students in a variety of pro social activities. Hannah Hall, a behavioural specialist visited Chace to observe and give advice on the school systems and procedures. This visit was a positive experience for the pastoral team, with advice given about how to best motivate students. Chace students won a debating competition against Bishops Stopford at the Dugdale Centre as part of the Use Your Voice initiative. Students were currently taking part in the Rudolph Walker drama group every Thursday after school and were working with professional actors on a modern version of Hamlet. The performance would take place shortly;
- (r) a small group of year nine students took part in the Culture Works day at the Dugdale centre, where they met professionals from the creative arts industry, who explained their own personal experiences in their career. Students then took part in workshops related to this industry. For the second year in a row, students took part in the Write to Speak spoken word poetry competition, where the theme was

‘reclaiming the narrative’, in relation to Black History Month. Students performed at the Dugdale centre, with parents and staff in attendance;

- (s) The School had the pleasure of the Honorable Stuart Lawrence visiting the school, to speak to sixth formers and year 11 sociology students. Staff were also invited to listen to Stuart speak regarding positive change in society despite adversity and how our individual impact can change the world. The School had joined up with Tottenham Hotspurs for a weekly mentoring programme for year 10 and 11 Students and the PE team were now working with the team, providing opportunities for the Spurs to coach programme, where students would be able to gain their coaching badges. The Mayor of Enfield, Mr Mohammed Islam, had visited the School at the end of November to find out more about the School and all the fabulous work being done and outside of it. The visit had been very successful. The Headteacher commented how grateful she was for the visits and engagement from Governors. **The Chair replied by saying what an amazing term it had been and she congratulated everyone on all that had been achieved.**

NOTED the areas covered in sections 8,9 and 10 of the report, SEND and Alternative Provision update, ICT update and Health and Safety and Premises update.

7. CURRICULUM COMMITTEE

RECEIVED the minutes of the meeting held on 2 October, a copy of which is included in the Minute Book and available to view on GovernorHub.

NOTED the contents.

RESOLVED to ratify the following policy

- Attendance Policy

8. FINANCE/RESOURCES COMMITTEE

RECEIVED the first and second quarterly returns and finance strategy, copies of which are included in the Minute Book and available to view on GovernorHub.

NOTED that

- (a) the meeting arranged for 16 October did not take place. Governors had seen the relevant paperwork and the Chair and Vice Chair had met with the SBM and Headteacher. The budget was healthy and was discussed regularly with Governors. The documents had been scrutinised and the returns had been signed and sent to the LA who had been informed the Resources meeting had not taken place this term;
- (b) the finance sheet listed items and costs as at 28 November 2024 and came to a total of £514,775;

- (c) as well as the teachers' pay award and teacher pensions grant the School had also received a Post 16 grant. Another Student had joined the ARP which brought in more income. The budget now had another £100k
- (d) **a Governor asked about the impact of the School having to pay NI in light of the recent budget.** The SBM said that the Government were saying they would be paying this but to date no official confirmation had been received about this.

RESOLVED

To agree

- the quarterly returns
- chairs action to agree pay awards and thresholds for this year in light of a late pay panel taking place.

To **ratify** the following policies

- Pay Policy;
- Disciplinary Policy;
- Asbestos Policy;
- Cyber Response Plan

9. **SCHOOLS FINANCIAL VALUE STANDARD(SFVS) 2024/25**

RECEIVED the SFVS, a copy of which is included in the Minute Book and available to view on GovernorHub.

NOTED the SFVS had been updated with the latest figures.

RESOLVED to ratify the SFVS document and return to audit before 31st Dec 2024.

ACTION: SBM

10. **PUPIL PREMIUM**

RESOLVED to defer this item to both Committees before bringing the PP Statement back to Governors for ratification.

ACTION: CLERK

11. **GOVERNOR LEARNING AND DEVELOPMENT OPPORTUNITIES**

NOTED that all training sessions were listed in the Governor Training Brochure 2024-25, available on Governor Hub. Training could be booked through the link below and then the School based booker, Simone Fernandez (Gina Panayi after 25/12) who would get an email

to approve the booking and she would send out the necessary email with further information.

<https://traded.enfield.gov.uk/professionallearning>.

SPRING 2025

Date Time/Location Course

20 Jan 25 18.30 - Teams Improving the Outcomes of SEND pupils -(training for governors)

29 Jan 25 18.30 - Highlands Induction for New Governors

3 Feb 25 18.30 - Teams School Finance Part 2 (for governors)

4 Feb 25 18.30 - To be advised Pupil Premium for Governors

19 Feb 25 18.30 - Highlands Inclusion and Equality

24 Feb 25 18.30 - Teams Charing Effectively Part 2 (for governors)

17 Mar 25 18.30 - Teams Website Compliance (for governors)

19 Mar 25 18.30 - Highlands Strategic Governance

12. DATES OF FUTURE MEETINGS

NOTED that the headteacher appraisal meeting needed to be scheduled and the following meeting dates

SPRING TERM		
29 January 2025	Curriculum Committee	6pm
5 February 2025	Resources Committee	6pm
26 February 2025	Discipline Committee	6pm
5 March 2025	Governors Planning Group/Behaviour Steering Group	6pm
19 March 2025	Full Governing Body	6pm
SUMMER TERM		
7 May 2025	Curriculum Committee	6pm

14 May 2025	Resources Committee	6pm
21 May 2025	Governors Planning Group/Behaviour Steering Group	6pm
11 June 2025	Discipline Committee	6pm
25 June 2025	Full Governing Body	6pm

13. **ANY OTHER BUSINESS**

NOTED Information Sharing – There is a weekly Round Up of news items on the Hub. A lot of offers and useful information from LBE is placed on there. To sign up to The Hub newsletter, please email sts@enfield.gov.uk

Annual School Internal Audit Report 2023-24

RECEIVED the Annual School Internal Audit Report, a copy of which is included in the Minute Book and available to view on GovernorHub.

NOTED the contents.

14. **ITEMS TO REMAIN CONFIDENTIAL**

RESOLVED that no items be regarded as confidential.