Churchbury Lane
Enfield Middlesex
EN1 3HQ
Headteacher: T Douglas BA (Hons) MA NPQH

0208 363 7321
chace@chace.enfield.sch.uk
www.chace.enfield.sch.uk

CHACE COMMUNITY

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MEMBERS

Position	Name	Date of Appointment	End of Term of Office
LA Governor	Mr Enes Keskine	18 March 2026	17 March 2030
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
	Vacancy	1 November 2024`	31 October 2028
Staff Governor	*Mr Prince Twumasi*	18 December 2025	17 December 2029
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
	Ms Karen Woodhead	*17 September 2025*	*16 September 2029*
	Ms Melanie Nathan	17 September 2025	16 September 2029
	Vacancy x 2		
Headteacher	Ms Tanya Douglas	1 April 2021	-

Italics denotes absence.

Also Attending:

Natalie Slade (DHT)
Krysia Sosin (DHT)
Helen Manwaring (SBM)
Mandy Newell (Clerk)

MINUTES – PART 1

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Karen Woodhead and Prince Twumasi.

RESOLVED to consent to these absences.

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) LA Governor

REPORTED the appointment of Enes Keskine as LA Governor, subject to final confirmation from the LA.

(b) Staff Governor

REPORTED the election of Prince Twumasi with effect from 18 December 2025.

(c) Parent Governor

REPORTED the resignation of Layla Hall with effect from 4 February 2026

NOTED the vacancy.

(d) Coopted Governor

REPORTED the resignation of Dr Georgia Lucas with effect from 18th March 2026.

NOTED the vacancy and the fact the Chair had a potential candidate that she would speak to the Headteacher about in due course.

(d) DBS Checks

NOTED that the Governing Body must apply for a DBS certificate within 21 days of a Governor's appointment or election.

4. MINUTES AND MATTERS ARISING

The Minutes of the meeting held on 2 December 2025 were confirmed as a correct.

RESOLVED the minutes be signed on GovernorHub.

ACTION: CHAIR

5. REPORT OF THE HEADTEACHER

RECEIVED the written report of the Headteacher, Ms Tanya Douglas and a presentation on Governors mid-year review of standards, a copies of which are included in the Minute Book. The following matters arose from discussion of the report and in response to Governors' questions:

REPORTED that

(a) Trust update

Progress was being made and the Headteacher would keep Governors informed.

(b) Sickness Absence Policy

Unions remained unhappy with this policy and strike action was being taken in 9 schools in the Borough.

(c) Early School Closure July 2026.

The Headteacher reminded Governors that Chace Community remained open unless it was absolutely necessary not to but to ensure a safe school in September and during transition to the new build it was considered necessary to close early at the end of the summer term. Governors were assured that all the celebratory and end of term events would take place as normal and the curriculum would be rationalised. Governors recognised the mammoth operation needed in order to manage the move and endorsed the decision to close early. This decision had received the complete backing of the Director of Education;

(d) Admission numbers

The Headteacher was delighted to inform Governors that she could confirm 130 people had chosen Chace this year, up on 108 last year. Governors were delighted that Year 76 would be in a better position from September 2026.

(e) Challenge Partners

The review had been very effective and the School had received an Area of Excellence for Personal Development. Governors were very pleased that the excellent work in this area had been recognised. The Headteacher highlighted the excellent work Amanda Roper had done around PSHE and the curriculum.

(d) Pupil Pastoral Information

REPORTED that since the there had been:

(i) 2 complaints.
(ii) 1 child protection (Safeguarding) referrals to social care;
(iii) 5 children on a child protection plan;
(iv) 0 children in need;
(iv) 0 allegations against staff reported to the Lead Officer for Child Protection;
(v) 10 reported racial incidents;
(vi) 0 significant safeguarding issue, whether to do with sexual behaviours, radicalisation or any other form of threat or risk to young people;
(viii) 0 permanent exclusions and 19 suspensions.

(b) IDSR

NOTED the KS4 IDSR summary data for All Students which was provided in (c) below.

(i) this compared English and Maths GSCE grade 5 or above data for the last three years for the School, the national average and comparison with national average. This data was also provided for Attainment 8. There had been a dip in 2023/24 with results below average but in 2024/25 they were close to average;

(ii) the attendance data showed that the School was close to national average over the last two years with a 3.7% improvement over three years . There had been significant reduction in SEN persistent absence – 17.5% over three years and this was now 4.3% below national. Overall PA had reduced by 16.3% compared to two years ago which was excellent news. FSM children were above the national average for attendance and as result of this the gaps between pupil premium and non-pupil premium had reduced. The Headteacher emphasised the strong attendance strategies that were in place and the complexities of some of the children which could result in persistent absence. **In response to a Governor's question,** it was explained that Governors could be asked about this data but it was not a memory test and everyone would be able to refer to notes and documentation when they spoke to the Inspectors. Ofsted had access to the IDSR data;

(iii) in respect of behaviour, the Headteacher said they were proud of the Policy and behaviour curriculum. The suspension rate at the School was below the national average and consistently below the national average for FSM and SEN students - with 2024/2025 having a significant decrease.

(c) Governors mid-year review of standards

RECEIVED a presentation on screen and a booklet for Governors to complete in preparation for Ofsted – Chace Governing Body preparation prompt sheet. The prompt sheet was a working document and the presentation helped Governors find the answers to the questions they might need to answer during an Ofsted visit.

REPORTED that

(i) Governors reviewed their roles and discussed the fact that they were required to work with the Headteacher and SLT to drive the strategic direction of the school and raise standards of achievement. To support this they had duties including setting the school's vision, aims and objectives, approving the school budget and appointing the Headteacher and other members of the leadership team. Governors were required to support the school in developing and reviewing policies to ensure they were fit for purpose and were there to provide oversight and accountability but they did not get involved in the day-to-day management of the school;

(ii) Governors reviewed the vision and values which were to provide young people with an education of excellence that will change their lives and inspire them to be the leaders of tomorrow.
Belonging - we invite everyone to bring their 'whole self' to school. Diversity in people and perspectives is welcome here.
Responsibility - we do the right thing, make good choices and take full ownership of our actions and education.
Excellence - our high expectations and resilience mean we never limit our potential.
Governors had looked at the new branding for the School and helped the Headteacher with this along with the new uniform.;

(iii) Inclusion was at the centre of the School's approach and part of the value of belonging. Governors were guided through the intersectionality of student needs and vulnerabilities at Chace - PP, SEND, EAL, Social care involvement, this meant belonging/relationships were placed at the heart of what the School did, ie psychological safety ensured students had the resilience to thrive. Challenge Partners had discussed the intersectionality and recognised the successful and strong inclusion measures in place at the School. They championed young people and knew the children well. Contextual information folders were available and staff were aware of pupil profiles. **Following discussion,** the Headteacher informed Governors that they would be provided with a summary SEF.

(iv) the impact of this meant the young people needed a relentless champion and the School's high expectations, ambition and striving for excellence for every child made a difference where this might not exist in other parts of their lives, and where it did was complimentary.

Excellence was a high standard but even if the School fell short of it they had aimed high and the ambition was making a difference to Student outcomes. The Headteacher said that staff knew their Students and their needs and ensured the education provision was the best fit for them individually, e.g., the introduction of Turkish GCSE;

(v) the School had many strengths. This included the curriculum breadth, planning, and sequencing at every key stage, the consistent implementation of teaching and lesson routines through DIMGIC, the inclusion and pastoral care and support for all students, the promotion of Students' personal development through wider opportunities such as enrichment days. This had been designated an Area of Excellence by Challenge Partners in March 2026. There were consistently above average outcomes in Art and Photography (in the top 5% Nationally) and this had been designated an Area of Excellence by Challenge Partners in March 2023. Governors received regular reports on scrutinisation and deep dives **A Governor asked if Ofsted would take reports from Challenge Partners into consideration** and was told they would. The Headteacher reminded Governors that they had an LA School Improvement Advisor but she did not undertake deep reviews for the curriculum or teaching and learning but Challenge Partners did and most of their lead reviewers were Ofsted Inspectors. It was pointed out that by inviting Challenge Partners into School the leaders were choosing to be reviewed. This was a collaborative approach which helped everyone to work on any areas of need. It was the School's way of saying they wanted to learn and receive advice. **In response to a Governor's question around why Personal Development at School was seen as being so good,** it was clarified that this was due to the excellent enrichment activities and careers advice/opportunities that was made available to the Students;

(vi) the Chace priorities were discussed, to strive for excellence and take responsibility. The Headteacher highlighted AAB, ie ambition for outcomes and teaching, attendance and the behaviour curriculum. Governors discussed the fact the behaviour curriculum was working more effectively now. There were heightened expectations and lessons were calmer now than in the past. Governors were reminded about the WIG, (Wildly Important Goal). At Chace this was for 46% of Students in Year 11 to achieve at least a 5 in English and maths. **A Governor asked how close they were to achieving this WIG this year.** Krysia Sosin explained that the data from the latest PPEs was currently being collated and Governors would be updated after Easter but in all honesty they were not there yet in terms of achieving the desired WIG. Governors were reminded that this cohort were weaker than the one last year but they were more able than the one, the year before that.

(vii) the Headteacher guided Governors through "Horizon scanning" around the school and local issues. These were that Chace was a local authority school

and the was effected by the impact of reduced services on school support. This could have an effective on behaviour and whilst the School was inclusive lack of resources could bring more challenges. There was a high amount of Student mobility in the area which made the School vulnerable to in year admissions – there had been 52 this year. Continued falling rolls locally and projected Year 7 numbers were a concern and there was a need to future proof the School through strong partnerships. It was vital to maintain positivity and trust as the School moved to academy status. The transition to the new building would also be a challenge. The Headteacher said that the Students were coping well without the green spaces at present as the new build began to take shape and she was pleased how well the SLT and Governors were working together to navigate the challenges around the transition to the new building;

(viii) the inclusion strategy was highlighted and Governors were reminded that inclusive practices were woven through every aspect of school provision and the new Ofsted framework.

Belonging:

Every student must feel seen, heard and valued. The inclusive classrooms fostered psychological safety, representation, and equitable access to the curriculum. It was vital to ensure representation and accessibility in teaching materials, activities, and resources.

Responsibility:

Staff collectively removed barriers to learning and adapted teaching to meet diverse needs. Students were supported to develop independence and self-advocacy. Families and external agencies were partners in supporting every student to thrive academically, socially, and emotionally.

Excellence:

There were high expectations applied to all learners. Quality First Teaching, adaptive strategies, targeted intervention, and systematic monitoring ensured that additional needs did not limit ambition or attainment.

The Headteacher emphasised the importance of quality first teaching to help SEN learners. Governors were reminded that SEN outcomes at Chace were above the national average as was attendance. Inclusion was strong at the School. Ofsted would ask about the approach to this and the Headteacher explained they had a graduated approach at the School. This meant quality first, teacher diagnosis, strategies put in place, the Head of Learning possibly taking an holistic approach and working with key professionals if required. A specialist SENCO offered support where needed and relevant referrals would be made in necessary;.

(ix) staff were well supported. They were provided with information about key students - Pupil Passports/Provision Map/SB updates. The had access to Inclusive Classroom Quick Tips and Drop-Ins were in place on using the Provision Map. Heads of Learning (HOLs) had access to training and there were workshops with the Middle Leaders with a focus on practical implementation and ongoing monitoring. An Inclusion Toolkit had been introduced - Everything SEND. The number of Educational Health Care Plans at the School was higher than the national average and every SEND child had a key worker and a Pupil Passport. **A Governor asked about how SEND training was delivered.** It was explained that the SENCO led on much of this and there was specialist training for TAs who were therefore well trained and able to offer the support needed by the SEND Students. The Annual Equalities report was shared with Governors and the termly Headteacher's report provided information too;

(x) the Headteacher guided Governors through the detailed chart on personal development. The holistic life skills and personal development programme mirrored the curriculum principles and core values covering careers education, information and guidance (CEIAG), enrichment opportunities, specifically trips and enrichment days, life skills and form time curriculum, assemblies, extra-curricular activities, governance and wider opportunities. The School prided itself on its inclusive approach and most opportunities were completed by all Students to ensure equality of opportunity but there was also a range of activities that Students could opt to do or were chosen to do;

(xi) Chace guaranteed to offer an inclusive personal development programme offering accessible opportunities for all Students. The Headteacher stated that they were preparing the Students for life in modern Britain and for this character development was vital and this was done through the PD curriculum There was a carefully sequenced and established seven year enrichment offer promoting holistic growth, diverse experiences and engagement with external visitors and employers, complementing the taught curriculum. The School had strong, long standing relationships with employers and community organisations. Students were guaranteed at least one trip per year for every year group which would be free or cost aware. There were targeted opportunities for Students who would benefit most and leadership and governance opportunities in every year group including roles such as prefects, head students and members of the School Council. There was a responsive life skills curriculum tailored to the development needs of each year group and a cohesive framework that developed Chace's 12 essential skills and key character traits through every aspect of School life;

(xii) Amanda Roper had produced detailed booklets on PD which could be provided to Governors. These mapped out character traits for PD, and

contained results for questionnaires etc. Governors were informed that there was strong tracking across various groups of children and evidence was available to show the impact of the excellent PD programme at the School. The Headteacher informed Governors that the Young Mayor of Enfield was a Chace Student and 5/20 members of the Youth Parliament came from the School. She was immensely proud of this and Governors agreed this was an excellent achievement;

(xiii) the wellbeing of the Students was vital and the Headteacher highlighted the successful launch of the Yondr pouches . This had produced a change in culture with Student acceptance and the overwhelming majority being compliant. It had meant a reduction in incidents relating to mobiles and a reduction in conflict between staff and students in confiscating mobiles/earpods;

(xiv) Governors were guided through the Personal Development and Life Skills Impact Report 2025-26. Strengths seen were improvements in overall A8, E&M 4+ and 5+,plus EBacc in 2025.- E&M Grade 5+ improved from 29% to 39% in 2025. Low attainers in all areas were above or close to average and there was a significant increase in A8 from below to close to average. Disadvantaged outcomes were continuing to improve (A8 improved from 29.5 to 36.9) and the gap was narrowing compared to non-disadvantaged. E&M Grade 4+ improved 15% and Grade 5+ by 17% from 2024 to 2025. Art APS was above national and languages continued to perform well with outcomes above national;

(xv) areas for improvement were reviewed. Krysia Sosin explained these and the need for Governors to understand this data. Middle attainers: (the IDSR did not show the 2025 data), but the School analysis showed the A8 of middle attainers improved from 37.5 in 2024to 48.6 in 2025. E&M Grade 4+ improved from 57% to 68% in 2025. E&M Grade 5+ improved from 25.7% to 40% in 2025. Humanities: 3-year trend of results were below national. However improvements were made in 2025 (Grade 5+ improved 10% and Grade 4+ 6%) and APS was close to national. Science: there had been significant increases in 2025 - Grade 5+ up by 15% and 12% at grade 4+ in 2025 (23% increase for DA students at grade 4+);

(xvi) Governors were informed about the focus on improving the quality of teaching - establishing clear routines for teaching and learning – DIMGIC. There would be greater scrutiny and understanding of exam results and more KS3 lessons to English and Maths, setting strong foundations. Discreet English Language lessons and library lessons and focus on reading was being implemented and action plans were being put in place in subject areas where results were not where they need to be (Humanities, Resistant Materials, Computing). Work was on going to strengthen Middle Leadership - deep curriculum development work, work on improving the

consistency of teaching and how it was monitored (KCUR);

(xvii) attendance was improving but remained a priority. Attendance data was reviewed regularly by the Curriculum Committee and the Headteacher's report to all Governors provided data on a termly basis. Attendance information was also included in the weekly bulletin;

(xviii) in respect of behaviour there had been significant work over the past three years on the following:

- Improving the behaviour systems;
- Additional staffing in the pastoral team;
- Use of internal suspensions and a reduction in suspensions overall;
- Strong focus on early intervention;
- Additional extra-curricular provision;
- Stakeholder buy in to the vision and values;
- Improved teaching and learning - including provision for SEN Students;
- Introduction of Yondr pouches;
- Introduction of the behaviour curriculum - heightened expectations of behaviour in lessons. The Students were how given two warnings in lessons rather than three and there were now more lesson relocations than in the past. The SLT provided attendance monitoring. Governors were informed that Ofsted would ask about internal exclusions and the narrative around these. The School was part of the Attendance and Behaviour Hub which Ofsted would be pleased about and they had an action plan, heightened routines and expectations when they moved into the new building;

(xiv) the Headteacher considered the future was bright and Governors agreed. The new building was coming along fast and there would be 130 Year 7s September 2026. The new House System would be introduced and there was a new KS3 Assessment strategy from September 2026;

(xv) Governors were asked to think about what effective Governance was and three things the Governing Body did well. This was discussed in depth and they considered that the rigour of questioning was effective along with their level of challenge in many areas. Governors visited the School regularly in order to see how things were working. They had a good relationship with the Headteacher and the SLT and transparency was evident.

RESOLVED that

(a) the presentation be sent to all Governors.

(b) Governors be provided with a summary SEF to help them complete their preparation prompt sheet;

(c) Governors be provided with a one page summary of the key data.

ACTION: HEADTEACHER/KRYSIA SOSIN

NOTED the rest of the Headteacher's report and that the Chair thanked the Headteacher and all the staff who had contributed to the detailed and easy to understand information provided.

6. CURRICULUM COMMITTEE

RECEIVED the minutes of the meeting held on 28 January, a copy of which is available to view on GovernorHub and in the Minute Book.

NOTED the contents.

RESOLVED to ratify the following policies;

- Staff Professional Learning and Development Policy;
- SEND Policy (with the reference to the ARP removed);
- Child Protection and Safeguarding Policy;
- Looked After Children Policy

7. **RESOURCES COMMITTEE**

RECEIVED the minutes of the meeting held on 4 February, a copy of which is included in the Minute Book and available to view on GovernorHub.

NOTED the contents.

RESOLVED to ratify the following

- Third quarterly return ;
- Pupil Premium Statement;
- Pay Policy (Spring 2026)(LA);
- First Aid and Welfare Policy Guidance (Spring 2026) (LA);
- Sickness Absence Policy V1 (Spring 2026) (LA)

8. **PUPIL PREMIUM**

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

REPORTED the new statement was uploaded on the website.

RESOLVED to ratify the PP Statement.

9. **SKILLS MATRIX**

NOTED that the SBM was still awaiting some responses. The matrix had been sent to Governors via their School email addresses. To date no general trends had been noted but the idea of the Matrix was to identity gaps in Governor's training. **The Chair asked Governors to be honest in their answers.**

10. **POLICIES**

RECEIVED the following policies, copies of which are available to view on GovernorHub and in the Minute Book

- Uniform Policy **Amendments -** the amendments were around the uniform having to be worn in the expected way. A rule around the length of skirts was being introduced and the Headteacher explained that if a Student persisted in flouting the rule a maximum of 3 letters would be sent home, after which a Student would be told to wear trousers. There was also a belt rule around the wearing of trousers to be adhered to. Fluffy socks and leg warmers were banned. An option of wearing a school polo shirt was being made available for the summer term as the wearing shirts outside of trousers or skirts was not acceptable.
- Assessment Feedback and Marking Policy
- Code of Conduct
- Equality Policy
- Freedom of Information
- Highly Able Learners Policy
- Literacy Across the Curriculum
- Menopause Policy
- Sexual Harassment Policy
- Spiritual Personal & Social Development Policy
- Violence & Aggression towards Employees and Workers Policy

RESOLVED to ratify the above policies.

11. **GOVERNOR LEARNING AND DEVELOPMENT OPPORTUNITIES**

Governor training could be booked via the School based booker, Helen Manwaring.

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

NOTED the audit training taking place on the 14th May 2026 at 6:30pm. David Behling would be attending this.

Governors for Schools provided finance modules for new governors
Finance for School Governors - Governors for Schools

Governors could complete the learning pathways on Ghub

Governor Training | GovernorHub

This would automatically update your training records

Resources were available on Governors for Schools

Wellbeing governors: building a wellbeing culture in school - Governors for Schools

Special Educational Needs and Disabilities - Governors for Schools

The Chair proposed that it would be useful to hold a Governor training day each term. As part of their role as a Governor, employers could be expected to allow them time off to attend this.

Governor Visits

(a) Karen Khwaja had attended a health and safety visit on 9th March and met with Amanda Roper about careers;

(b) Governors were invited to visit the new site and to contact the SBM if they wished to do so.

11. **DATES OF FUTURE MEETINGS**

NOTED the dates of future meetings as

SUMMER TERM		
6 May 2026	**Curriculum Committee**	**6pm**
13 May 2026	**Resources Committee**	**6pm**
20 May 2026	**Governors Planning Group/Behaviour Steering Group**	**6pm**
10 June 2026	**Discipline Committee**	**6pm**
24 June 2026	**Full Governing Body**	**6pm**