


<p><b>GOVERNING BODY OF CHACE COMMUNITY SCHOOL</b> Churchbury Lane, Enfield, EN1 3HQ Telephone: 020 8363 7321</p> <p style="text-align: center;"><b>FULL GOVERNING BODY</b></p> <p style="text-align: center;"><b>MINUTES OF THE MEETING HELD ON 8 December 2021 (virtual meeting)</b></p>	
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Members

<b>Position</b>	<b>Name</b>	<b>Date of Appointment</b>	<b>End of Term of Office</b>
LA Governor	Mr Chris Hyland (Vice-Chair)	24 March 2021	23 March 2025
Parent Governors (4)	Ms Vicki Morgan	31 January 2018	30 January 2022
	Ms Helen Green	01 December 2020	30 November 2024
	Vacancy x2		
Staff Governor	Ms Melanie Nathan	30 June 2021	29 June 2025
Co-opted Governors (8)	Mrs Anna Constantinou	08 September 2019	07 September 2023
	Ms Sharen Furlong*	08 February 2021	07 February 2025
	Mrs Tracey Jenkins (Chair)	2 January 2021	1 January 2025
	Ms Mumina Wahid*	12 October 2018	11 October 2022
	Ms Mandy Hurst	5 December 2018	4 December 2022
	Mrs Hilary Ballantine	4 December 2019	3 December 2023
	Vacancy x 2		
Headteacher	Ms Tanya Douglas	1 April 2021	-

\*Denotes absence

Also Attended:

Pritam Vekaria (DHT)

Simone Fernandez (SBM)

Phil Jones (Assistant HT, Leading Self-Evaluation and Data) – up to and including Item 5

Hannah Lauras (Clerk)

## MINUTES – PART 1

### 1. APOLOGIES FOR ABSENCE

**RECEIVED** apologies for absence from Sharen Furlong and Mumima Wahid.

**RESOLVED** to consent to these absences.

### 2. DECLARATION OF INTEREST

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) Parent Governors

**NOTED** that

- i) Emma Medcalf Doey had resigned leaving a parent vacancy.
- ii) there were now two parent vacancies. The school had asked for nominations from parents. Three applications had been received and would now go to ballot.

**RESOLVED** that candidates were asked to prepare a short biography, which would go out to parents by next Friday. This would hopefully be resolved by the New Year.

#### (b) Co-opted Governors

**NOTED** that

- i) there were currently two vacancies. There was one potential candidate who had applied to the LA directly. The Chair would be having a Google meeting with her next week.
- ii) they had spoken to the LA for help finding another governor. It was difficult for all schools and was particularly difficult for them given that they were seeking a male governor too, to balance out the GB.

iii) the Chair would also be announcing the vacancy at a meeting tomorrow night to reach out to the wider community.

4. MINUTES AND MATTERS ARISING FROM THE MINUTES

**RECEIVED** the minutes from the GB meeting on the 8 September 2021, a copy of which is included in the minute book.

(a) Minute 3(a) – Roles Within the Governing Body

**REPORTED** that as the GB gained new governors, they would consider the new governors' skill sets to see what roles they could fulfil in the GB.

(b) Minute 3(b) – Parent Governor

**REPORTED** that the potential Year 7 Parent Governor was one of the candidates in the ballot (see current Minute 3(a)(ii)).

(c) Minute 6(a) – Code of Conduct

**REPORTED** that the Code of Conduct (NGA 2021 uploaded) had been ratified and signed by the Chair.

(d) Minute 6(b) – Governance Annual Statement

**REPORTED** that the Chair had sent the statement to Sujal Zaveri, Governor Support Service, for verification because some information such as dates of resignation were not up to date on the central record. Once the Chair got a reply, she would circulate the statement to the governors.

**ACTION: CHAIR**

(e) Minute 9(b) – Review Meetings

**REPORTED** that the review meetings had taken place. The school were now trying to build on these with Quality of Teaching meetings. They were just finishing these for the Autumn term. Several of these were attended by Governors.

**RESOLVED** to ratify the minutes as a correct record of the 8 September 2021 GB meeting.

5. MANAGEMENT INFORMATION SYSTEM

(a) Report

Phil Jones gave a report on the school's new management information system.

**REPORTED** that

- i) this had been a big investment for the school. They had been with a company, Progresso, but there were now better products on the market. Research had been undertaken in June, using a working group of 20 people, and quotes received from five companies. They then asked for and received online demos from the top three of those companies.
- ii) the preferred company was Arbor. They had received positive feedback on the Arbor product from the SBM at another school.
- iii) there was not much difference in pricing between the companies. It was £98,000 over five years.
- iv) they believed that Arbor would be transformational for them. It was further noted that the research that had been carried out was robust. The SLT had made the decision today. They were now asking the GB for ratification.

(b) Questions

**REPORTED** that

- i) – following **a question** on whether, since the payment was over five years, would they have to agree to it every year – the GB would only have to ratify the decision now. This would cover the five yearly instalments.
- ii) – following **a question** on whether they were confident with the five yearly instalments – they could do the payments over three years, but the SLT had decided that it would work better over five years.

**RESOLVED** to ratify the SLT's decision to move to Arbor for the school's management information system.

*Phil Jones left the meeting at this point.*

6. COMMITTEE COMPOSITION AND ORGANISATION

(a) Governing Body's Committees and Panels

**REPORTED** that

- i) Sharen Furlong had joined the discipline committee. This would be added to the Committees and Panels document.

**ACTION: CLERK**

- ii) once the new parent governors had been appointed, they would look to rearrange the committees to streamline the responsibilities that were specifically needed for Chace Community. They would create a Google Form for governors to add their names to. The HT would assist with this. This would also avoid unnecessary meetings.

**ACTION: CHAIR/HT**

- iii) they would also emphasise to the governors the importance of attendance at meetings and the commitment involved in being a governor.

(b) Organisational Arrangements

**RECEIVED** the Organisational Arrangements document 2021-22, a copy of which is included in the minute book.

**REPORTED** that

- i) there had been some small changes following roles within the school changing. Interim HT had been changed to HT for example.
- ii) the only bigger changer was regarding BACS. This was a new system. They had set up a new form. They were told that it would be live by Christmas. However, they had not yet heard back.

**RESOLVED** to ratify the Organisational Arrangements document 2021-22.

7. GOVERNORS SKILLS AUDIT AND FUTURE CPD

The Governors were thanked for taking part in the Skills Audit in May 2021. There was data for individuals as well as looking at the GB as a whole. The HT presented, to

the GB with slides as a visual aid, the results of the audit with explanations for each of the results.

**NOTED** that

- there were areas that they were doing well in, and areas for development.
- where there were lots of ‘strongly disagrees’ or ‘lack of confidence’, these were skewed by two governors who had now left the GB.

**REPORTED** that

(a) Strategic Leadership

- i) there were a number of new governors whose experience would grow.
- ii) there were not many governors who had had the experience of being a Chair. They would look to increase opportunities for newer governors to be vice-Chairs to gain skills.
- iii) ‘awareness of national education policy’ results were mixed. There were opportunities for greater understanding through committees and making sure policy was an item on future agendas.
- iv) there were strong results for knowing the local community. Many governors were from the local community. This was good since the school was trying to provide an experience and accountability based on knowing the local community.
- v) they all knew the difference between strategic and operational, the difference between making bigger picture decisions versus the day-to-day operational work.
- vi) strategy development was mixed. It highlighted whether they were looking at the SIF enough.
- vii) setting a direction including supporting the school with next steps and vision was strong. They would continue to strengthen this, including engagement with parents.
- viii) risk management was also strong, with governors feeling that they could mitigate risks. This included risks such as Covid-19 and finances.

- ix) for accountability, it could be seen that the SLT was successfully held accountable by the GB.
- x) there were some areas for a broad and balanced curriculum that could be worked on in the Teaching and Learning committee. There would also be opportunities for bringing these themes into governor training.
- xi) interpreting data was fairly strong, but there was some improvement that could be done.
- xii) to improve 'challenging and asking the right questions' the HT highlighted the self-evaluation card and key questions for governors. The HT would laminate them for the governors to refer to at meetings.

**ACTION: HT**

- xiii) they were looking to put in an away day or morning in the New Year for Matt Miller, the governor trainer, to come in and help with governors with asking the right questions. This would also be good preparation for Ofsted.

(b) Financial Planning/Budgeting

- i) there were varied responses for financial planning and budgeting. They would be looking at improving support and training on this area. There were easy ways to show governors how the school benchmarked.
- ii) staff recruitment was quite strong. Many of the governors had been involved in staff recruitment at some point. Staff pay decisions was strong too.
- iii) it was surprising that there were not strong scores for experience of preparing for inspection and oversight because this was talked about a lot. However, they would look at how they could prepare governors for asking challenging questions.
- iv) regarding national performance measures to measure school performance, often the data they presented to the governors included comparison data. This could still be improved.
- v) most governors recognised the importance of the clerk.

(c) People

- i) taking professional advice when making important decisions was strong.
- ii) governor training and school visits was again strong, but something to work on.
- iii) they were also good at conflict resolution and building consensus.
- iv) collaborative relationships had been a challenge due to the Covid-19 restrictions making it difficult for governors to come into the school.  
Structures
- v) they had spoken already on how they would streamline the committees.
- vi) compliance, legal duties and responsibilities of governors were aware of these. This scored strongly.
- vii) governors' feeling that they could speak up also scored strongly.
- viii) it was surprising that evaluation of teaching and learning was not so strong because they had done a lot of work on monitoring and keeping Chace Community under review. They would make sure that, through the Teaching and Learning committee, they would be clear on their self-evaluation processes.
- ix) opportunity for improving practice was also very strong.

(d) Summary

- i) the main areas for development were finance and integrated curriculum, national performance measures and inspection, lack of experience. Covid-19 had made visits and contributions and training difficult.
- ii) the audit highlighted several strengths of the GB – commitment, conflict resolution, using professional advice, and operational/strategic.

(e) Questions and Comments



- i) the governors did not need to be experts in all areas. It was good for governors to have different skill sets. They did not want to scare the new governors that they had to be experts in all areas. It would be a good idea to do a scaled-down version of the Skills Audit with all new governors from the start to figure out their skill sets and be allocated to a position that suited them. However, a governor with one skill set should also be encouraged to attend a meeting of another skill set for greater understanding.
- ii) the Enfield training for governors had been very good quality. Online training was easier to access than in person training.
- iii) one newer governor felt they could do with some mentoring to know which training sessions were best to attend. The Chair suggested that she would go through the governor training programme for next term with the governor to recommend the training sessions that would be best for the governor to attend.
- iv) – following a **question** to governors on if they could attend the Matt Miller training morning/day which would be with members of the SLT – governors said that they could attend the training session but like to have a time and date.

**RESOLVED** to plan the Matt Miller training into next term and let them know.

**ACTION: CHAIR**

**RESOLVED** to share the presentation with the governors.

**ACTION: HT**

**RESOLVED** to share next term’s governor training programme with all Chace Community governors.

**ACTION: CLERK**

8. HEADTEACHER’S REPORT TO GOVERNORS AND UPDATED SELF-EVALUATION FORM

**RECEIVED** the Headteacher’s Report, a copy of which was included in the minute book.

**REPORTED** that

- (a) Introduction

- i) this had been an exciting term. Members of the senior team had contributed to the report.
- ii) it had been nice to see the new vision, values and motto become embedded in the school. They had recently had Challenge Partners which reinforced it. It felt as though the younger children really were adopting it. The HT would have a chat with the pupils every week and thank them and tell them how proud she was of them for adopting the school's values.
- iii) it had been a busy term with events such as the Open event on the 20<sup>th</sup> September which was very successful with support from the local community. However, the school was still struggling with numbers. Figures had just come out from the LA admissions that showed there were 2,000 less primary school children coming through to the secondary schools. They would probably not see any higher numbers in their Year 7 year-group this year, which was disappointing given that they had done a lot of work towards increasing this number. This would not be good for future staffing levels; however, they would continue to plan.
- iv) there had been some challenging behaviour this term. They could see the impact that the Covid-19 pandemic had had on routine and being in school. They had had to work with these challenges and promote the culture of excellence. They would continue to review their behaviour systems. Behaviour had been a challenge across the LA and London. The SLT were working with the staff to make sure their relationships and resilience were maintained in the classrooms.
- v) they had also been doing vaccinations in school and encouraging a greater uptake of vaccinations. They would be carrying out tests again when the pupils would return in January 2022.
- vi) staffing levels had also decreased to the point where they were struggling day-to-day with cover. This was due to general sickness and Covid-19.
- vii) – following a **question** on whether the school's uptake of vaccinations was similar to other local schools – the data was not shared with them. However, it appeared to be low uptake in general. They had put all the NHS guidance in parent newsletters and were promoting the pupils to take the vaccination.

- viii)– following a **question** on whether the low uptake at school was because the pupils were having the vaccination outside of school at other services – there had been more walk-in teenagers recently at the vaccination centre. The school did not have information on whether the pupils were getting their vaccinations elsewhere, so it was possible that this was happening. They could ask the pupils to let the school know if they had had their vaccination elsewhere so the school would have a better idea of this. With more information, it would be easier for them to promote the vaccination to specific groups. The HT thanked the Covid-19 leads for doing so well at keeping the school safe.
- ix) they had had the Challenge Partners review at the school last week for three days. Three members of staff and an Ofsted inspector had been reviewing the school. It was collaborative and they had estimates. They had reviewed the school as ‘effective’ in all areas and the report read very well and was a testament to all the hard work that they had done.
- x) a focus for the next term were curriculum planning to provide a good quality of education. The Year 11s were currently taking their mock exams. If the exams would not go ahead this academic year, the mock grades would be used for their real grades. Therefore, they were encouraging the students and their families to take them seriously. The exams were going well so far.
- xi) they were continuing to settle the students. The students were now much more settled. The challenging behaviour was only with small groups of students. These behaviours appeared to be more extreme than they had been in the past. The school had to be firm and clear when it came to this challenging behaviour.

(b) Staffing

- i) they were stabilising staffing and leadership, including the recent changes in roles and vacancies at the school. They would be working on the school’s systems to ensure that the school had the best systems in place. This process would begin on Friday. The HT would be getting back to the governors on this.
- ii) there were some new appointments including a new art technician. They had also unfortunately lost a worker in the diner. However, this had allowed them to look at other external catering services. There was a new team and the catering service had improved overall.

iii) they had a vacancy for Head of Science which would be filled by a current science teacher and supported by DHT. They were confident in this appointment. They were struggling to recruit TAs. This was a problem for schools across the LA. They were also trying to recruit a behaviour supervisor for much-needed extra support for challenging behaviour. Head of Graphics had been filled. There were also some temporary roles that the HT would inform the governors of once they had been filled.

(c) Teaching and Learning

i) the report included information on staff development, such as CLT, to improve their quality of teaching. For their monitoring, they had done a work scrutiny and there was another one happening now including Challenge Partners. They had all come together to see the teaching. Teachers showing really good teaching were mentioned in the report. They also had trainees coming into the school and there were two ECTs that were doing very well. ECTs had replaced NQTs and was run by Ambition. This was a lot more work for the teachers who were mentoring. This had been going well this term.

(d) Attendance

i) the weekly attendance information showed the key groups that were suffering with attendance. Covid-19 had also had an effect. Attendance was not as high as they wanted it, but it was still above the NA. They had put into place daily routines such as home visits. This was perhaps why they were higher than the NA. They would continue to try to improve.

ii) – following a **question** on whether the most important cells on the overall attendance data chart could be annotated or highlighted for the governors – they might use the weekly overview which was simpler, and they could annotate the chart for next time.

(f) Page 8 Data

i) page 8 of the report showed school safeguarding issues that they were dealing with. The school were becoming more robust with dealing with restraint. There were two serious incidents where staff had to restrain. The school were logging everything and making sure they were very clear on their restraint procedures and following the process.

- ii) there was a student council that was elected. It was more high profile than before. Challenge Partners had highlighted how the school was successful at embedding student leadership.
  - iii) there was also data on school leavers which had been available at the last full GB meeting. It was lovely to see their leavers' destinations. The UCAS process was currently underway with their current Year 13.
  - iv) there was also the progress data for Year 13 and Year 11. They would look at this in much more detail in the February 2022 Teaching and Learning committee meeting.
- (g) Careers
- i) they were excited about the career provision that they were developing. The provision map would be put around the school. It had been lovely to see the school career advisor working with some of their more vulnerable students.
- (h) Pupil Premium (PP)
- i) the government had changed their expectations on how the school should report their PP Strategy. It now had to include how they were using their Covid-19 catch up money. The school had been given an extra £50,000 this year for additional interventions because of Covid-19. This needed to be on the school website by the end of December.
- (i) Covid-19 Catch Up
- i) from Covid-19 catch up, they had decided to focus on the younger students. They had found gaps in their Year 7s and they wanted to ensure they were using the school's assessments to identify key students who would also benefit from the Covid-19 catch up intervention such as the national tutoring programme.
- (j) School Improvement Plan (SIP)
- i) they had changed the way that they reported back on their SIP progress. There was a print-out of the Chace Improvement plan with headings of what they had done this year and what their priorities were.
- (k) Special Educational Needs and Disability (SEND)
- i) the school's SEND numbers were continuing to climb. They were higher than average in their number of SEND students. SEMH numbers and EHCP

numbers were growing and consequently affected the number of TAs that were needed. It was a challenging time.

- ii) K meant that the student had SEN, but their support had to be planned into the classroom. There was not additional support or funding for them. Teachers were therefore having to think through how they could meet the needs of all those children in the classroom too. They had devoted some CPD time to ensuring that they had strategies for dealing with this challenge. There was also information on the report on students who were part of alternative provisions.

(l) Complaint Monitoring

- i) resulting from the Covid-19 lockdown, there had not been many complaints.

(m) Governor Visits

The HT thanked the Governors for their governor visits this term. She was sorry she could not say it to them in person. The HT asked if there were any final questions on the report.

9. RESOURCES COMMITTEE

**NOTED** that the meeting did not go ahead.

**RECEIVED** the Second Quarterly Return (SQR), the Scheme of Delegation, and the School's Financial Value Standard (SFVS), copies of which were included in the minute book.

(a) SQR

**REPORTED** that

*The SBM presented the SQR, sharing it on the screen.*

- i) on the SQR, they were predicting to finish the year on £97,000.
- ii) at the end of the second quarter, with some changes made such as, unfortunately, the DHT was not appointed and the post would be removed until next September. The saving was not as high as it could have been. That took them down to around 0.6% of the budget.
- iii) they had originally predicted to finish at -£468,000, therefore, they had come quite a long way this year. For Year 2, they were predicting £653,000, but

they were now predicting £157,000. For Year 3, they were predicting £1,092,000 but they were now predicting £433,000. There was still work to be done, and they would continue to do this over the next year and a half.

- iv) – following a **question** on whether they were making the 2022-23 predictions on 140 or 160 students – this year was at 136 students and next year was on 160 students. Therefore, adjustments would need to be made. There was also the possibility of a teacher percentage pay rise. These predictions would change considerably given that they were highly unlikely to meet the 160-student number. The figures included the restructure and all associated costs.

**RESOLVED** to ratify the SQR.

- (b) Scheme of Delegation

**RESOLVED** to ratify the Scheme of Delegation.

- (c) SFVS

*The SBM presented the SFVS, sharing it on the screen.*

**NOTED** that the template had changed.

**REPORTED** that

- i) the only thing that had changed was that a question had been added about the RTP – where someone had to declare if they had an interest or gain in an order that they were putting out to a company or individual. Therefore, on every process order form, there was now a section to tick to say whether they had an interest or gain and date and sign it. This was legally binding.
- ii) on the dashboard, most were red and now most were green. This was because most of it was due to the business case and the restructuring of the support staff that they had done including TAs' hours which would reduce from January.
- iii) there was still an issue with teaching such as teacher costs were high and there was a drop in pupil numbers. The SLT would have to discuss what next steps to take.
- iv) they would remain as a sixth form entry, but they needed to take a full curriculum analysis and a full teaching staff review including TLRs

to save as much as possible over three years with a rolling decrease in intake numbers.

One governor thanked the SBM and SLT for the huge amount of work on the school finances and the difficult decisions that they had had to deal with.

Governors were asked if there were any more questions or anything that needed to be changed. No further comments were made.

**RESOLVED** to ratify the SFVS.

d) Pay Policy and Disciplinary Procedures

**RECEIVED** the Pay Policy and Disciplinary Procedures.

**RESOLVED** to ratify the Pay Policy and Disciplinary Procedures.

e) Policies

**RECEIVED** the LA Safer Recruitment, Code of Conduct, Capability Procedures and Performance Management for Support Staff.

**RESOLVED** to ratify the LA Safer Recruitment, Code of Conduct, Capability Procedures and Performance Management for Support Staff.

10. TEACHING AND LEARNING

**RECEIVED** the minutes from the Teaching and Learning committee meeting held on the 29<sup>th</sup> September 2021.

**NOTED** that many of the items discussed in this committee meeting were also discussed at the full GB meeting. It was a well-attended and constructive meeting.

(a) Report on the meeting

**REPORTED** that

- i) there were clear expectations of behaviour and attitudes at the school, and it was clear that this was being enforced.
- ii) the latest test results showed that the areas of strength were Art, BTEC Sport, and Textile and Care, and the areas of weakness were RE, Drama, Geography, and French. There were details of why that was



and what they were doing to address those issues. It was noted that it was important that the Governors were aware of these areas of strength and weakness.

- iii) self-evaluation cards were shown to the Teaching and Learning committee at the meeting.
- iv) at some other schools, the governors would read the HT report in advance of the meeting and then send comments and questions to the HT for the HT to address at the meeting. It was **suggested** that they could try to do something similar such as all sending in a question in advance of the meeting to get used to asking questions.
- v) at the meeting they discussed Keeping Chace under review, which was a strong part of the appraisal cycle. The Professional development plan was also good to see. Reading was a new Ofsted priority that they would talk about in detail at the next meeting.

**ACTION: CLERK**

- vi) there was a questionnaire shared at Teaching and Learning for Governors. It was **suggested** that it might be useful for everyone to have their own copy and to use it as ongoing material for the meetings. This would prepare governors for when Ofsted would come.

**ACTION: HT**

- vii) attendance and behaviour were also discussed at the meeting, already discussed at this meeting.
- viii)– following **a question** on whether the new line up system was still happening and successful – the line-up system was still happening.
- ix) the safeguarding policy was shared and approved.

**RESOLVED** to agree the minutes from the Teaching and Learning committee meeting held on the 29<sup>th</sup> September 2021.

## 12. GOVERNOR TRAINING

This was discussed already (see Item 7).

**NOTED** to book training via school-based booker.

13. DATES OF FUTURE MEETINGS

**NOTED** that dates of future meetings would be circulated.

14. AOB

**REPORTED** that the school play would be on tomorrow and Friday. Governors were invited to attend.

The governors were thanked for their support during this term. The SLT and school staff were also thanked for all their hard work and support.

Confirmed and signed at the Committee meeting

held on

2021

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Chair