



## SPRING TERM (2) 2021 MEETING OF THE FULL GOVERNING BODY

### MINUTES

Date Wednesday 31<sup>st</sup> March 2021  
 Time 19.00  
 Place Via Zoom Video Conference

- PRESENT:**
- |                                  |                         |
|----------------------------------|-------------------------|
| Mr S Barratt                     | Miss J Kirkpatrick (JK) |
| Mr G Davies (GD)                 | Mr S Pilgrim (SP)       |
| Mr P Davies (PD)                 | Mrs E Starling (ES)     |
| Mr A Down (AD)                   | Mrs S Stewart (SS)      |
| Miss E Ginger (EG)               | Mrs L Swain (LS)        |
| Mr T Green (TG) – Chair          | Mrs A Thomas (AT)       |
| Mr E Hillyard (EH) – Headteacher |                         |
- IN ATTENDANCE:**
- |                       |                                       |
|-----------------------|---------------------------------------|
| Mrs L Jackson (LJ)    | Director of Finance, HR and Resources |
| Mrs S Lary (SL)       | Deputy Headteacher                    |
| Miss Kim Joynson (KJ) | Deputy Headteacher                    |
| Ms K Stone (KS)       | Assistant Headteacher                 |
| Mrs J Knight (JLK)    | Clerk                                 |
- APOLOGIES:**
- |                  |                |
|------------------|----------------|
| Mrs T Ellis (TE) | Mrs A Lee (AL) |
| Ms F Kiss (FK)   |                |
- NOT PRESENT:** None

NB. Governors’ questions are highlighted in *italics* throughout these minutes.

Item	Discussions and Decisions Made	Actions
	<b>Welcome and apologies for absence</b> <ul style="list-style-type: none"> <li>TG welcomed everyone to the meeting.</li> <li>Apologies were accepted from T Ellis, A Lee and F Kiss.</li> </ul>	
<b>1</b>	<b>Notification of Any Other Business</b> LJ – Support Staff pay award approval	
<b>2</b>	<b>Declarations of Interest against this agenda</b> None	
<b>3</b>	<b>STRATEGIC PLANNING</b>	
<b>3.1</b>	<b>Head Student Report</b> The report had been circulated. <ul style="list-style-type: none"> <li>TG: The summary provided was upbeat and students were clearly very pleased to be back. This is a tribute to the school. Thanks and good wishes to the students.</li> </ul>	<b>EH</b>

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	<ul style="list-style-type: none"> <li>EH: There will be one more report in the summer term before Years 11 &amp; 13 leave on 18<sup>th</sup> June (date TBC).</li> </ul>	
3.2	<p><b>Report of Headteacher and SEF</b> The Headteacher's Report had been circulated.</p> <ul style="list-style-type: none"> <li><b>Q – JK: Regarding 'First and Second Choices' on page 4, have the numbers gone down compared to previous years?</b> A – EH: No, they have gone up; however, the number of applicants putting HGSS as first choice has gone down.</li> <li><b>Q – JK: What is 'STEAM' – is it an extension of STEM?</b> A – EH: 'Science, Technology, Engineering, Archaeology and Maths'. This is a bursary scheme being introduced for the Sixth Form which will help to pay for text books and provide a mentor for a small number of high performing students who are set on a particular career path, to help them get onto their chosen courses at University or an Apprenticeship.</li> <li><b>Q – SB: Why is there no Behaviour &amp; Attitudes data for the Spring term?</b> A – EH: No negative behaviour was recorded through lockdown. Behaviour since students returned to school will be reported in the next meeting.</li> <li><b>Q – LS: On page 1, what does "% of Coverage" refer to?</b> A – EH: (Information supplied after the meeting) This is the percentage of that cohort for whom we have Key Stage 2 data, which in most cases is the majority. The exception are students who have joined from abroad or the independent sector.</li> <li><b>Q – LS: What is 'APKN'?</b> A – EH: Asian Pakistani</li> <li>EH: There were 8 out-of-catchment applications this year which is less than previously and interestingly opposite to what was expected due to expansion.</li> <li><b>Q – TG: Why has this happened?</b> A – EH: Perhaps there is an understanding that people are unlikely to get in from outside the area. Hopefully it will be a positive thing to have more local students.</li> <li>Interviews for Sixth Form are almost complete. Entry now depends on summer grades. There were 82 internal applications (79 last year) and 70 external applications (44 last year). The focus is on converting these.</li> <li><b>Q – EG: There has been a focus on Year 10 progress. How long will it take to analyse this data and get Year 10 back on track?</b></li> </ul>	

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	<p><b>A – EH:</b> This has been happening throughout. Those not engaging during lockdown were invited into school, though it was sometimes difficult to get them in. Since return, work has been ongoing to understand the gaps. A group of c. 10 students are having their reports, timetables and subject choices reviewed. Some will need specialist intervention via the new Alternative Provision. An English teacher with Primary experience has been employed to help new Year 7s in September and current students who are struggling, via 1:1 or small group work.</p> <ul style="list-style-type: none"> <li>• An advert has gone out for a Lead for the Alternative Provision. This is an exciting development to help support students with additional needs as there is very little external provision for them now.</li> <li>• <b>Q – <i>The Pulse Wellbeing Surveys have been effective but have moved to 2x termly for staff. What about students?</i></b></li> </ul> <p><b>A – KJ:</b> These are happening regularly, whenever there is something specific to ask.</p> <p><b>A – EH:</b> This has been a valuable and revealing new feature. Short questions were sent out and a large body of answers were received which helped school understand issues being experienced during home learning. Surveys will continue twice each half term for students. Parents will also be surveyed occasionally.</p> <ul style="list-style-type: none"> <li>• The (much larger) GLS Path Survey has also been distributed and results received. Analysis at the next FGB.</li> <li>• AT: Achievement points given in lockdown were much appreciated and really helped with motivation. Thanks to staff who kept the praise and rewards coming.</li> </ul> <p><b>SIP</b></p> <ul style="list-style-type: none"> <li>• EH: Ed Vancker from Reach Academies in Feltham has previously been a useful external verifier to support school with Teaching &amp; Learning. He has not been able to visit recently but will return next half term and report back. Governors agreed this is a useful process.</li> </ul>	
3.3	<p><b>Expansion/Works Update</b></p> <p>The report had been circulated.</p> <ul style="list-style-type: none"> <li>• LJ: Rapid progress is being made on the building works. Internal works are now being planned and refurbishment works started.</li> <li>• The PE Department has been cleared, asbestos removed and the area handed over. This is a major thoroughfare but students are coping well with walking around the outside of the building.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Next step is to clear out all the areas that will be handed over for works during the summer holidays.</li> <li>• <b>Q – TG: Has the Sports Hall Flooring issue been resolved?</b> <b>A – LJ:</b> An agreement has been reached and school is pleased with the outcome after some negotiations.</li> <li>• <b>Q – TG: Is the build still 2 weeks behind?</b> <b>A – LJ:</b> Yes, but Site Manager promises it will get back on track and will be ready for September.</li> </ul>	
3.4	<p><b>Summer Exam Grades Progress</b></p> <ul style="list-style-type: none"> <li>• SL: Clear communication and process organisation are key.</li> <li>• A video presentation has been sent out to all parents, students and staff to explain the process.</li> <li>• Meetings are being held with all Heads of Department and Faculty to discuss evidence needed, assessment objectives and the moderation process.</li> <li>• An exam booklet has been created explaining when assessments will take place and the likely theme. Resources are yet to be released from DfE but school felt it was important to issue guidance to students before the Easter holiday, to help with revision plans.</li> <li>• Compulsory reading material is being sent to staff.</li> <li>• An assessment policy is being developed.</li> <li>• KJ: The QA process is similar to last year. Data comes in at the end of May and will be triple checked before submission.</li> <li>• EH: The process is complex. School is working at a pace to help students make maximum progress. Assessments are a huge workload for staff as they are being done in-house and it is a totally new system. It will not be possible to compare results with previous years as a much wider range of evidence is being used and students have a greater understanding of what might come up. As a result, grades will likely rise.</li> <li>• EH: The QA process and the appeals process must be explained in the policy. Staff must go through bias training and grading across departments must be consistent – in order to minimise appeals. Two inset days will be dedicated to staff training in this area.</li> <li>• Results will be released on 10 August (A-Levels) and 12 August (GCSEs). Deadline for appeals is 24 August.</li> <li>• <b>Q – TG: How do students feel about the assessment?</b> <b>A – SL:</b> Students took their mocks very seriously and are anxious to do their best. There are different opinions but many are motivated to show what they can do.</li> </ul>	

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	<ul style="list-style-type: none"> <li> <p><b>Q – TG: <i>If all schools don't show the same rigour and integrity, will comparisons between schools be problematic?</i></b></p> <p><b>A – EH:</b> Exam boards will moderate results and will look at significant swings from previous years. Schools in different areas have a different context and disadvantaged students have been disproportionately affected. This all needs to be considered in the process.</p> </li> <li> <p><b>Q – GD: <i>It sounds like a huge amount of work and highly complex. Will students be distracted by construction work while doing their assessments?</i></b></p> <p><b>A – EH:</b> Most departments are further away. There may have to be room adjustments for Humanities and Tech but assessments are shorter than normal (45 mins instead of 2 hrs 15 mins) so hopefully disruption will be minimal.</p> </li> <li> <p><b>Q – GD: <i>Is there a danger of staff burnout?</i></b></p> <p><b>A – EH:</b> Both staff and student burnout. Once Year 11 &amp; 13 have finished, things should be easier but some staff will be required to work over the summer on appeals.</p> </li> <li> <p><b>Q – PD: <i>Could the underspend on support staff during lockdown be used to provide additional resources to help prevent staff burnout?</i></b></p> <p><b>A – EH:</b> If supply teachers are used, those students left with the supply teacher get a worse deal and behaviour often suffers. School would rather work towards an individual/bespoke approach. Also, next year is likely to be financially challenging, so these savings will be useful.</p> </li> <li> <p><b>Q – PD: <i>The language suggests results will be compared with previous years by moderators, yet the teacher assessments are not comparable with normal exams. If moderators push back on school, what is the process?</i></b></p> <p><b>A – EH:</b> Choice of assessments is crucial now; making them too hard or easy could lead to lots of appeals. A rationale for each grade is important: There will be a sentence explanation for each student. The process is: Grades will be blind checked first by SL/KJ. Students are ranked in grade order. EH signs off all grades before submission. The Exams Officer enters the grades into the system. As long as each grade is backed up by data and a rationale, hopefully problems will be minimised. Exam boards will be looking for significant discrepancies only.</p> </li> </ul>	
3.5	<p><b>Governor Day Plans</b></p> <ul style="list-style-type: none"> <li> <p><b>EH:</b> This will take place 10.50am – 1pm on Friday 11<sup>th</sup> June and will be held on Teams.</p> </li> </ul>	



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	<ul style="list-style-type: none"> <li>• LSAs have been central to testing and have gone above &amp; beyond their duty, which deserves recognition.</li> <li>• Additional workspaces/booths are planned for those who struggle with open spaces. One has been installed; 5 more to come, with a positive impact expected.</li> <li>• EH: All support Staff, particularly Liz Plascott, LJ and the Science Technicians, were also to be thanked for their involvement in testing - which allowed all students back into full learning by 8<sup>th</sup> March.</li> <li>• EH will express thanks to both LSAs and Support Staff.</li> <li>• EH is working with Bucks to improve the balance of inclusivity across Bucks schools. The 11+ test leads to a concentration of EHCP students in some schools (e.g. 5.5% at HGSS against a national average of 1.7%). There is no dispensation for this in performance tables.</li> <li>• Work is being done on the best use of the support team with EHCP student (1:1 and small groups are preferable).</li> <li>• SEN students have not had to deal with peer relationships through lockdown. 6-7 students are now proving very difficult to get into school.</li> </ul>	EH
7.5	<p><b>Disadvantage</b></p> <ul style="list-style-type: none"> <li>• AD: The latest data will be received next week so a report will be brought to the next FGB meeting.</li> </ul>	
<b>8</b>	<b>OTHER MATTERS</b>	
8.1	<p><b>Policy Reviews and Approvals</b></p> <p><b>Internal Appeals Policy</b> The policy had been circulated.</p> <ul style="list-style-type: none"> <li>• EH: This reviews the normal appeals policy. A new policy is coming for this year's (extraordinary) appeals process.</li> <li>• The policy was approved by Governors.</li> </ul> <p><b>Non-Exam Assessment Policy</b> The policy had been circulated.</p> <ul style="list-style-type: none"> <li>• EH: This is a review of non-exam assessment such as coursework, based on a normal year. This year's (extraordinary) assessment process is covered elsewhere.</li> <li>• The policy was approved by Governors.</li> </ul> <p><b>Mobile Devices and Emergent Technology Policy</b> The policy had been circulated.</p> <ul style="list-style-type: none"> <li>• EH: This includes specified devices in the 1:1 scheme.</li> <li>• The policy was approved by Governors.</li> </ul>	

Item	Discussions and Decisions Made	Actions
8.2	<p><b>Young Carers in Schools Award</b></p> <p>This item was discussed after item 3 to allow KS to depart. A powerpoint presentation had been circulated.</p> <ul style="list-style-type: none"> <li>• KS: School is trying to gain the Young Carers in Schools Bronze Award.</li> <li>• The process was started in 2019 but the work already done can be carried over. Governor approval is needed.</li> <li>• TG: Young Carers do an incredible job and their efforts have a significant impact on their own life. They need all possible support at school.</li> <li>• Governors gave their full support to the programme.</li> </ul>	
9	<p><b>Dates and Times of Meetings</b></p> <p>Dates had been circulated with the meeting papers.</p> <ul style="list-style-type: none"> <li>• Next meeting: Wednesday 19<sup>th</sup> May 2021 at 7pm</li> <li>• <b>Q – SB: <i>Has the Autumn half term break been confirmed?</i></b>  <b>A – EH:</b> Next year’s calendar (published on the website) lists a 2-week half term. Parents and staff will be consulted afterwards and a long-term decision made.</li> </ul>	
10	<p><b>Any Other Business</b></p> <p><b>Support Staff Pay Award</b></p> <ul style="list-style-type: none"> <li>• LJ: The Support Staff pay recommendation had come through at 2%. This was budgeted for in the year end forecast and will be applied at the end of April.</li> <li>• PD confirmed this had been acknowledged as an appropriate figure in the FPH&amp;S Committee.</li> <li>• Governors approved the 2% pay rise for Support Staff.</li> </ul>	
11	<p><b>Evaluation of Meeting</b></p> <ul style="list-style-type: none"> <li>• Governors agreed that the meeting had been conducted appropriately.</li> </ul>	

The meeting closed at 8.40pm

**Minutes approved by the Governing Board:**

Signed .....  
Mr T Green – Chairman of the Board

Date .....