



Holmer Green Senior School

Annual Governors' Report  
2024-25



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# Message from the Chair of Governors

The Governing Body plays a crucial role in working alongside the Headteacher and his senior management team to manage the school's budget, ensuring that sufficient funds are available to employ the staff needed for its effective operation. Over the past year, we have faced rising costs in fuel and other essential materials. To help mitigate these expenses in the future and to reduce our carbon footprint, we have invested in solar panels, installing them on sections of the school's roof. Additionally, we have constructed a new reception area, which has not only enhanced security, but also improved the appearance of the school's entrance. Furthermore, we have completed the latest phase of building refurbishment.

I would like to express my sincere gratitude to everyone who has contributed to the school's ongoing success. This includes our dedicated teaching and support staff, as well as our pupils and their parents. I also extend my appreciation to my fellow governors for their commitment and the valuable time they dedicate to ensuring the school remains a thriving and welcoming environment.

We take great pride in the school's academic achievements and the strong reputation it holds within the community. Demand for places continues to exceed capacity, and we are pleased to see an ever increasing number of students choosing to progress into the sixth form. Throughout the year, the Governors have met regularly with the Headteacher and the Senior Leadership Team to monitor student progress and uphold the high standards the school sets for itself.

If you have any questions for me or any other Governor, please feel free to contact us via the school at [clerktogovernors@holmer.org.uk](mailto:clerktogovernors@holmer.org.uk).

**Tony Green,**  
**Chair of Governors**



# Message from the Headteacher

Holmer Green Senior School is an outward facing school that works in partnership with a diverse range of schools, locally and nationally, to support our students and staff to become the best possible versions of themselves. This Annual review summarises some of the progress and development of the school this year as a result of the Governing Body's input.

Our resources and finances this academic year have been focused on:

- Narrowing the progress gap for disadvantaged students (Progress 8 for disadvantaged students and their non-disadvantaged peers was identical at +0.4)
- Reducing our carbon footprint by half through the installation of a network of solar panels
- Promoting equality, diversity and inclusivity through the training of 'EDI' mentors
- Implementing Rank Order so that parents/carers have a much clearer idea of how well their child is doing
- Retaining our Microsoft School ShowCase status to make the most effective use of IT to support learning

It is not only the quality of teaching and learning that our students receive that is important, but also those other experiences that help develop character, nurture resilience and personal growth. Such experiences this year have included: Robot Wars, Duke of Edinburgh, debating, skiing, a plethora of careers experiences and a range of competitive sports opportunities.



We remain an outward looking school and have enjoyed sharing and discussing our work with a wide range of visitors. Please do not hesitate to contact us if you are interested.

**Ed Hillyard,  
Headteacher**

# Message from the Head Students

We would like to extend our heartfelt thanks to all the teachers and staff at HGSS for their constant support, dedication, and encouragement throughout our final year in Sixth Form. Their commitment has helped us grow not only academically but also personally, making this past year both meaningful and memorable. With their guidance, we've had the opportunity to take part in a wide range of valuable experiences, including fun and engaging Easter and Christmas quizzes that were put on by our student leadership team, including our year 12 representatives, preparing them for leadership roles upon our departure.

An incredibly beneficial Easter School that significantly boosted our revision efforts across some A-Level subjects gave many students the ability to ask any questions so their time could be effectively used during the Easter holiday. Many of us deepened our understanding of our subjects through real-world experiences, such as the Economics trip to the Bank of England, and we gained essential exam preparation through events for Psychology, Business, and Sociology. Beyond academics, we participated in activities that strengthened our sense of community and character, such as completing Gold DofE as well as raising money for scoliosis awareness and taking part in enrichment sessions like the British Sign Language course. None of this would have been possible without the support of the Sixth Form team, tutors, and subject teachers, and we are truly grateful for everything they have done to help us prepare for life beyond Sixth Form.

## Message from Year 11 Students

'Holmer Green has truly shaped my attitude towards learning. Over the years, I've discovered a genuine interest in subjects I never thought I would enjoy. Every lesson has contributed to building my confidence, not just academically, but as a person. The school has made learning feel engaging, inclusive and more importantly meaningful.'

'The teachers at Holmer Green have played such an important role in my journey. They've been more than just educators - they've been mentors and people I could genuinely talk to. I've really appreciated the help they offer and the care they show to every student. Their support has made a real difference to how I approached my time here.'

'Looking back, Holmer Green has felt like being part of a family. The environment was always positive and welcoming, helping me grow into someone who not only values hard work, but also understands the importance of being kind and passionate in everything I do. Leaving will be hard, but I know I'm taking so much with me thanks to the lessons I've learned both in and out of the classroom.'

# Thoughts and Advice from Year Seven Students

## What has been the best part of Year 7?

"In year 7, the best part was making new friends and meeting new people. As a new year 7 my advice would be to make new friends"

"The best part would be playing in the school football team."

"The thing I most enjoyed in Year 7 is that we all had great teachers, form tutors and a great head of year. I think I had the best experience in food tech as we can learn, make, and eat the food that we have made."

"Meeting new friends and taking new subjects which I never did in primary school, for example DT and Food Tech."

## What would be your advice for the Year 6 students coming to HGSS?

"Work hard so that you can get achievement points and also achieve getting into things like the football team, netball team. Make sure that you dress appropriately as practice for the working world, like tuck in your shirt and wear your tie."

"It's normal to be nervous starting a new school. Always make sure you have the correct uniform. Make sure you have the equipment you need, pack your bag the night before and make sure your laptop is always charged! Sign up to clubs, try something new, for example I joined the netball team. This helps you make new and different friends."

"Try your best in lessons. Also, you shouldn't be scared of settling in as lots of people have been there before. So, make sure you always make the most of it."

"The advice I would give to the new Year 7s is to not be afraid! Enjoy your time while at Holmer Green Senior School as it is an amazing place, filled with lots of care and kindness. If you want to achieve something, make sure that you are confident and go for it because our motto here is, 'Work Hard, Be Kind and Have Passion'."

## KS4 Progression

In 2024, 45% of our Year 11 students enrolled into Year 12, so that it is over 100 students.

In 2025, 132 students out of a cohort of 203 applied. The interview process was a very positive one, with the majority of students making a very good account of themselves.

"I applied to HGSS Sixth Form because I have had a good experience at HGSS and wanted that to continue."

"I've applied to HGSS Sixth Form as the courses are relevant to my interests, the content is engaging, and I really enjoy the teachers I have."



# Are we effectively preparing our students to meet the high aspirations they have of themselves?

## Attendance

This year we have improved the effectiveness of our attendance tracking systems, introducing attendance profiles to our working practices. We have also employed a new attendance officer to support us in breaking down the barriers that stop some children coming to school. Key features of our school attendance are shared weekly with staff and students. Key messages including the links between attendance and attainment have been shared with parents, using DfE data and internal rank order statistics. We remain above national average for attendance, but are determined to be even higher.

## Teaching and Learning

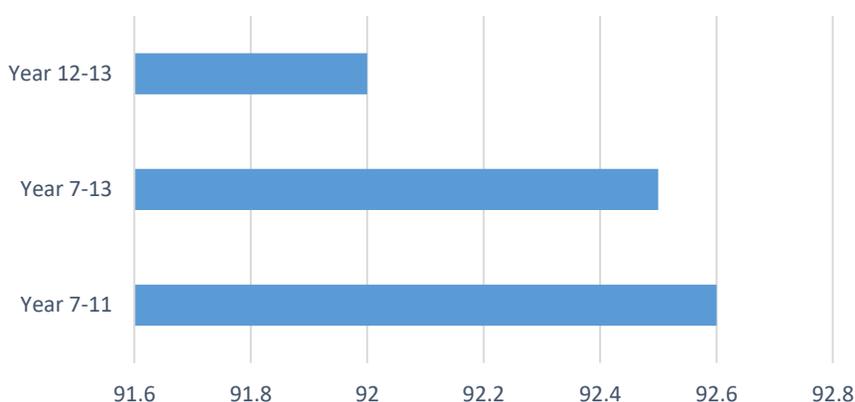
INSET time has focused on Assessment for Learning (AfL) across this academic year. With the reduction in summative assessments, it is imperative that staff are clear about what all children can do, know and understand. Training on the effective mechanisms involved in using mini-whiteboards and random selection

has been delivered to all teaching staff, with lesson observations/feedback continuing to support development.

The school continues to be outward facing. We have taken part in our third Challenge Partners Extending Leading Practice project, linking with schools in Manchester, Barking and Datchet as a result. We have welcomed feedback from a SIP (School Improvement Partner), who has visited the school on two occasions this academic year. In both visits, he observed lessons and met with Heads of Subject. The Senior Leadership Team have all visited the other Schools to observe their different approaches to teaching and learning.

Reflections on the progress we have made and the feedback we have received will formulate our T&L priorities for the next academic year.

Attendance up to 23 May 2025



# Are our students achieving academically?

Our mission is supporting students to become the best possible versions of themselves. Student attainment and progress data is reviewed regularly and their data ranked twice a year to identify where they are performing above, in-line with, or below expectation. Interventions are then put in place to support student attainment, for example Year 11 students have targeted academic interventions twice a week, in class support where needed and access to learning resources online. We have also provided Assertive Mentoring to ensure that students maintain high ambitions and are aware of the best ways to achieve success, along with access to other mentors, for example: Sixth Form Mentors; MIND mentors and Diversity, Equality, Inclusion Mentors.

We hold Easter Revision School for Year 11 and 13 students to provide targeted examination support. We offer parent and student revision workshops to support a partnership approach.



## KS5 Destinations

From the 79 students in Year 13, 65 students applied for **university**. Half of these applications were to Russell Group universities, including four Oxford applications, 3 of which got through to interview. Students have received offers from Universities such as, Imperial College London and The London School of Economics.

Students have applied to a wide number of courses including: Chemistry for Drug discovery, Psychology, English Literature and Classical Literature & Civilisation, Philosophy, Politics and Economics (PPE), Business Management, Criminology, Civil Engineering, Aerospace engineering, Accounting and Finance, Law, Law with European Study, Fashion, Digital Film Practice: Post production, Primary Education, Cyber Security, Mechanical Engineering, Textiles and Engineering. Several students have secured **apprenticeships** including: Digital Marketing (Degree Apprenticeship), PWC (Degree Apprenticeship), Level 3 ChildCare Apprenticeship, and Ernst Young.

## Recruitment

This year we have received 304 completed applications for the Sixth Form from both internal and external students. External students have made up just under half of our offers. All of these students will be invited to our Induction days in the Summer term.

Our Scholarship programmes is also growing in popularity with 4 students applying for the Visual Arts and 5 students applying for the STEAM Scholarships in Engineering, Medicine and Computer Science. Current STEAM Scholars have benefitted from having their textbooks and resources paid for, they have also participated in various internships (either in person or online), and have had assistance in organising essential and relevant work experience in their desired sector. Our Visual Arts Scholars have also benefitted from the purchase of materials, and also attended a week's work experience in a design company.

# Are we supporting our students' Mental Health and Wellbeing?

We understand that the mental health and wellbeing of young people is of key importance to their development. At HGSS we have embedded high levels of support for all our students to ensure they become the best possible versions of themselves.

## **Counselling and Support Services**

We have two in-school counsellors; one for students in Years 7-11 and another for Sixth Form students. We work with external agencies such as MHST (Mental Health Services Team), Aspire Outreach and actively connect families to other local and national support services.

## **MIND Mentors**

A select group of Sixth Form students have been trained by the charity MIND as Mentors. As always, we were hugely over-subscribed by Year 12s who were hopeful of being a MIND mentor, demonstrating our students' desire to support each other, emotionally and mentally. Our Pastoral Teams work closely with the MIND Mentors to ensure that they are suitably partnered up with their mentees. Those who have been mentored have found talking about their mental health and well-being to someone of a similar age, hugely helpful and supportive. We have received feedback from pastoral staff that the connections built have been hugely positively for the mentees.

## **Diversity, Equity & Inclusion Mentors**

DEI Prefects have been instrumental in promoting a school culture that values diversity through active involvement and leadership. The Year 10 DEI Prefects have also been a source of mentorship, where they are listening, guiding and helping the Year 7 students transition to secondary school. We hold regular meetings where ideas from DEI Prefects were shared, activities planned, and actioned to enhance diversity, equity, and inclusion in the school community. We are very proud of our DEI Prefects, and they continue to make a hugely positive contribution to our school culture and student life.

## **Pastoral Team**

Our Pastoral Team continues to support our student community. Students can access support to help them during times in their lives, when they are struggling to cope mentally and emotionally. The Pastoral Team are available to students before school, break times and after school. The Pastoral Team have moved to a centralised office in the Foyer to ensure that all students can quickly find help. The Pastoral Team offer ongoing mentoring support for students and act as a link between school and home working in conjunction with the Heads of Year and the Assistant Headteachers for Behaviour and Safeguarding, to provide a comprehensive support network.

## **SUSU**

'Stand up, Speak up' is an inclusive club at Holmer Green Senior School and aims to create a learning environment and community that feels safe and welcoming to all. Within this club, multiple workshops are run to educate students on racism, anti-bullying, and mental health so that students can gain relevant skills to be used in school and the wider community. They apply these skills in group activities, school projects and events. This year, mental health awareness week was run solely by members of the SUSU club. Students took a proactive approach and performed at assembly without staff member's input to educate the school on mental health approaches. We also have completed bake sales to raise money for mental health and a disability charity.

## **Sixth Form Enrichment**

This year students have participated in a wide range of activities including Future-skills, multi-gym, Chess, football, crochet, Rambling for well-being, healthy cooking on a budget, Graphic software for Business, yoga and mindfulness, First Aid for beginners, a Dragon's Den competition, debates and discussions about the philosophy of Science, a British Sign Language course and have taken online courses (MOOCs) to boost their CVs, to make themselves more knowledgeable and demonstrate their passion and interest for their chosen pathways when applying for competitive courses and employment.

# How else are we supporting students?

Nationally, the mental health and wellbeing of young people has been of key importance. At HGSS we have maintained our high levels of support for all our students.

## The Bridge

This academic year sees a large cohort of year 11s preparing to complete their GCSEs - some of whom have been involved with The Bridge since its inception in 2021. Small group and one-to-one sessions have been paramount for students with large gaps in their learning so that they have the best opportunity in their exams this summer. We continue to use Boxall profiling for students as this allows more targeted intervention and tracking of SEMH data, and this feeds in to the work our Emotional Literacy Support Assistant (ELSA) carries out with students. AQA Unit Awards have been introduced to increase engagement through lower-stake opportunities of success.

## The Base

'The Base' was established at the start of this academic year as the second pathway to our alternative provision, focusing primarily on providing behavioural support for students who are struggling. The main aim of 'The Base' is to facilitate students' successful reintegration into mainstream lessons by addressing their specific challenges, creating improvement plans that directly address these challenges and removing barriers to learning.

'The Base' has provided numerous students with a calm space where they can reflect on behaviour incidents and regulate where necessary to ensure a successful rest of the day. Furthermore, 'The Base' allows students to work on key issues that previously prevented them from reaching their full classroom potential.

We have successfully implemented small group interventions targeting communication skills, alongside personalised 1:1 sessions addressing individual needs such as behaviour reflection, resilience and self-esteem. Through action planning with both students and parents/carers during regular review meetings, we have been able to develop targeted strategies to support students' behaviour, which have been shared with school staff. In addition, we have utilised tools such as the Boxall profile and SDQs to enable students and parents/carers to clearly measure progress and identify appropriate next steps in the student's developmental journey.

What parents have said:

*'We have found that our daughter's attitude to learning since having use of the base has improved dramatically. It has also provided a safe space for her so that she can re-set herself and get the support she needs.'*

*'You have been a wonderful support to our daughter during her difficulties and during her time in The Base she has built a great relationship with you.'*

## Special Educational Needs

We remain an inclusive school that supports students in the classroom as working with the most highly qualified person in that subject produces the best improvements. We have high expectations of students and are determined to prepare them for the working world and adulthood which can be a much less forgiving environment.

Governors have continued to challenge those working in SEND to keep students in lessons and to measure the impact of interventions that have been used. It is understood that if an intervention is working effectively, it is unlikely to be needed for the rest of a student's school career. We therefore continue to adjust the interventions we have on offer.

We have continued with our SEN Parent Network Meetings this year following their success from last year's feedback. The aim of these has been to improve communication between the school and parents, discuss strategies and receive feedback on the SEN provisions here at Holmer Green. Parents all receive, three times a year, their child's support plan, that they confirm they have received and are able to provide their comments.



# Do we enrich our students' cultural capital?

## **School Speakers**

At HGSS we have been fortunate enough to host a number of guest speakers this year, with a particular focus on careers that students may wish to go in to. We also had talks from further education providers, including the access team at Cambridge University.

## **Tutor time**

We have structured Tutor time, that begins with a line up each day. This calm start to our school day allows us to have strong standards of uniform and equipment as well as being able to safeguard our students by checking on how they are each day. Form time has enabled interventions to take place, quizzes, reading groups and a consistent use of whole year group assemblies. These have been run by heads of year and also by SLT. These have focused on different topics and we ensure they are inclusive, allowing all of our students to feel represented.

## **Trips**

This year, every year group has been offered a school trip. Year 7 completed the Venture Award in the October half-term and were then taken to the Pantomime at Christmas. They are then visiting Whipsnade Zoo in July. Year 8 are visiting Hampton Court Palace in July linked to their studies in History. Year 9 were taken to The Woman in Black linked to their work in English and Year 10 visited the Bucks Skills Show. Year 11 will have their Prom at the Wycombe Town Hall in June. As well as this, there have been numerous trips abroad including Berlin, Barcelona, skiing in Austria and the Battlefields in Ypres. Places on all trips are reserved for Pupil Premium/Disadvantaged students. We track the engagement and involvement of this cohort of children to ensure equity within our provision.

## **Duke of Edinburgh Awards**

This year we had over 100 students taking part in The Duke of Edinburgh Award. This included 72 students completing the Bronze award and 27 completing the Silver award. We also had 17 students completing their Gold award with expeditions in the Peak District and Wales. Students are working hard towards their physical, skills and volunteering sections which is having a hugely positive impact on both themselves and the local community.

## **Student leadership**

We continue to develop exciting leadership opportunities for students within the school. At KS4 all students have had the opportunity to become Senior prefects, Lead prefects and Prefects in Year 10 as well as opportunities to join the Student Council and SUSU Group. Working with an organisation called 'Together As One', we have also trained a group of Year 10 and Year 12 students to become 'Inclusion Mentors'. Their work aims to enhance community cohesion across the school community. There are a range of students who are 'Librarians', students who are 'Sports Leaders' and support sports sessions with primary schools and MIND mentors whom support peers with mental health.



# How are we improving our school environment?

We are excited to have installed new solar panels on three of the school roofs as part of our commitment to reducing our carbon footprint. We will be installing displays to show the students the electricity generated by solar energy.



We have also been busy replacing our old, outdated fluorescent lighting with more energy efficient LED lighting and hope to finish this over the summer.

We have recently launched our phone lockers to make the school a safer phone-free environment and look forward to the positive impact this will have on mental wellbeing, and teaching and learning.



Our new seating area between the tennis courts and fields was created just in time for the sun to come out and has been very popular with students .

# Are we building a sustainable school model?

## Senior Leader testimony

"I was privileged to be seconded to HGSS Senior Leadership Team. It allowed me to deepen my knowledge of school-level leadership further and further enhance my ability to lead change. I was tasked with responsibility around diversity, equity, and inclusion. My activities involved leading initiatives to promote the school's DEI culture, coaching middle leaders, and contributing to the school improvement plan. I was also able to lead staff development, deliver assemblies and give whole school workshops to both pupils and staff – strengthening my communication and organisation skills. I developed several useful leadership skills through this exercise, including strategic planning, project planning, effective communication, team leadership, and being able to make decisions when under pressure. I far better understand now the challenge of leadership, having to weigh short term operating needs against longer term strategic goals. The secondment provided a greater level of confidence in leadership skills as well as reaffirming my passion for continuous professional growth". Mr Khalid, Head of Year 10

## Middle Leader testimony

"Since becoming Director of Strategic Innovation, overseeing our Microsoft Showcase School status, I have successfully launched school-wide technology initiatives by applying valuable learning from my middle leader coaching and NPQSL (National Professional Qualification for Senior Leadership). Attending Bett this year and last has kept me informed of EdTech innovations, particularly those supporting SEND students. I have had the opportunity to work with primary schools, sharing expertise to help develop their educational technology capabilities. I have enjoyed collaborating with colleagues across departments in various roles and capacities, working with digital champions, and delivering INSETs and training videos. My role has allowed me to explore technology through the lens of inclusion while embarking on the NASENCO qualification. I feel genuinely supported and valued as a middle leader with wider school responsibility, and as an aspiring SENCO, leading our school community in leveraging technology to enhance teaching and empower all students with the future-ready skills they need to excel." Mrs Alani, Director of Strategic Innovation & Head of Computing and Commerce

## ECT testimony

"I think I can summarise my journey as an ECT at HGSS in one sentence: I am learning to become a teacher by facing and overcoming challenges, with the right support in place. The Senior Leadership Team offered me unconditional support. My mentor and the ITTCO have patiently offered extra support when I was doubting my abilities and the purpose of keep pursuing the path of trying to be a teacher. They highlighted what I was already doing well and gave me targets and resources to keep working on what I need to improve. The Science department is helping me constantly in the journey too, they shared valuable resources and offered their expertise on many occasions. By working with the pupils at HGSS, everyday I learn a new thing. I am extremely grateful for all the support in place and also for the opportunity to be part of the team." Mr Soares Silva, Science Teacher (ECT)

## ITT testimony

"As part of my ITT, Holmer Green Senior School has been my main placement school. During this time, I have received support in all aspects of my training. This support has allowed me to build my confidence over the course of the ITT, as I gradually take on more responsibilities. In addition to being supported by my mentor, my ITTCO, and my department, I have also received guidance and support from expert colleagues all over the school, with each providing helpful insights into many factors regarding education in a secondary school and tips for the future of my training. My time at Holmer Green Senior School has been extremely positive and I look forward to my future here at HGSS." Finn Thomas, Science Teacher (ITT)

## Teacher training

HGSS have actively invested in working with a range of training providers to host a total of eight trainees, consisting of both main placements and second placements. As a school, we are working with three of our local training providers to ensure we can attract and offer a range of placements to suit the differing needs of new teachers coming into the profession. As part of their training, we have produced and delivered weekly professional development sessions which have focused on inclusive teaching strategies, curriculum planning, and the integration of digital tools in the classroom as well as providing opportunities for peer learning and the sharing of best practices. The school attends recruitment fayres to support local partners too.

## Outreach

We have continued to provide outreach work in Art for local schools including training for staff and creating a set of canvases based on famous reading books for a primary school in Marlow. We work in partnership with the Chiltern Area Partnership group and senior leaders have visited outstanding schools with other Headteachers. These visits provide excellent reflective time and keep HGSS at the forefront of national best practice.



# Are we supporting parents and the wider community?

## Parents' Association

Many thanks to our Parents' Association for their continued hard work this year to offer additional events for parents and raise much appreciated funds for the school.

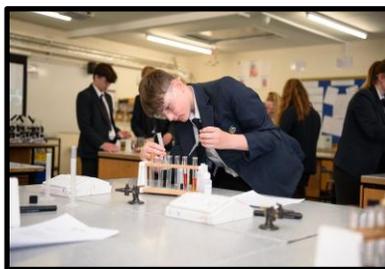


- Quiz Night for Parents – our annual Quiz Night was held in March and was a highly enjoyable closely fought contest. Ms Shahbazi and Mr Quixley were excellent MCs once again.

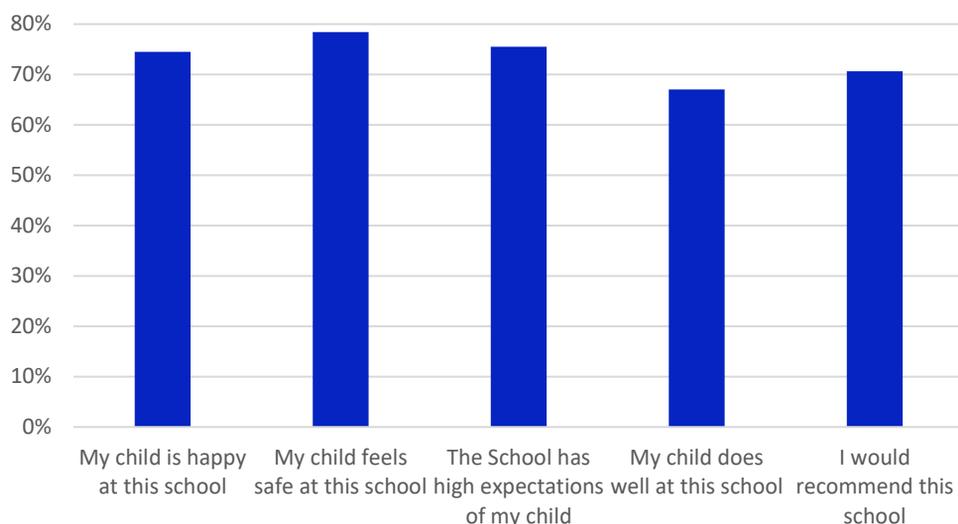
- The Christmas raffle was very popular this year and a further summer raffle is currently being organised.
- The PA have paid for new equipment for the woodwork classroom and pasta making machines much to the delight of the students!



- Total funds raised for the year so far stand at just over £3,000. The PA would be very happy to have new volunteers for next academic year – please get in touch with the school to be added to their WhatsApp group.



## Parent Survey 2024-2025 (Years 7 to 13)



## What are our priorities for 2025-26?

Our priorities for the following academic year aim to focus relentlessly on improving the quality of teaching and learning, maximising the effective use of lesson time by ensuring that our culture and behaviour is focused on student progress. This will be done through:

1. Ensure all students and staff achieve their full-potential.
2. Working towards a +1.0 P8
3. Working towards a +0.6 L3VA
4. Disadvantaged students make the same progress and attain the same as their non-disadvantaged peers
5. 90% of students achieve 4+ in English and Maths
6. Further improving the quality and consistency of student learning experience in lessons so students make rapid progress.
7. Ensure there is a positive behaviour culture so that students maximise their learning time in class and become excellent ambassadors of the school.
8. Improve attendance of students to support their academic success.
9. Working in conjunction with other schools nationally to improve each other's provision for the benefit of all our students.
10. Develop our site and facilities.
11. Giving students access to a high-quality careers programme.
12. Ensure our co-curricular offer strategically develops a student's character over their seven years with us and provides quality experiences.
13. Aim to reduce our carbon footprint with solar panel investment.