



## SPRING TERM (1) 2026 MEETING OF THE FULL GOVERNING BODY

### MINUTES

Date Wednesday 4<sup>th</sup> February 2026  
 Time 18.30  
 Place Holmer Green Senior School

- PRESENT:**
- |                                |                          |
|--------------------------------|--------------------------|
| Tony Green (TG) – Chair        | Roy Kamp (RK)            |
| Paul Davies (PD) – Vice Chair  | Susan Latham-Lewis (SLL) |
| Ed Hillyard (EH) – Headteacher | Melissa Miller (MM)      |
| Claire Asare-Archer (CAA)      | Paula Myburgh (PM)       |
| Jeremy Hunt (JH)               | Beccy Roberts (BR)       |
- 
- IN ATTENDANCE:**
- |                    |                                 |
|--------------------|---------------------------------|
| Sian Beswick (SB)  | Director of Finance & Resources |
| Laura Foster (LF)  | Deputy Headteacher              |
| Lynda Jackson (LJ) | Director of Compliance & HR     |
| Jenny Knight (JK)  | Governance Professional         |
| Sarah Lary (SL)    | Senior Deputy Headteacher       |
| Sarah Towers (ST)  | Deputy Headteacher              |
| Alan Wooller (AW)  | Deputy Headteacher              |
| Ella Aves (EA)     | Student Leader (item 6.1 only)  |
| Finn Barker (FB)   | Student Leader (item 6.1 only)  |

**APOLOGIES** Victoria Strutt, Steve Pilgrim, Kirsty de Groot

**NOT PRESENT:** None

**Action Support Challenge Decision**

Governors' questions are highlighted in *italics* throughout these minutes.

Item	Discussions and Decisions Made	Actions
1	<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 Victoria Strutt, Kirsty de Groot and Steve Pilgrim.</li> </ul>	
2	<b>Notification of Any Other Business</b> <ul style="list-style-type: none"> <li>None</li> </ul>	
3	<b>Declarations of Interest against this agenda</b> There were no declarations of interest, either new or against items on this agenda.	

Item	Discussions and Decisions Made	Actions
4	<p><b>Minutes of the FGB Meeting held 10 December 2025 and Matters Arising</b></p> <ul style="list-style-type: none"> <li>Governors approved the December Minutes as an accurate record.</li> </ul> <p><b>Actions and Matters Arising</b></p> <ul style="list-style-type: none"> <li>Safeguarding fact sheets to be shared as links in the newsletter.</li> <li>Revised Complaints policy will come to the next FGB meeting, as the course attended by EH has completed this week.</li> <li>AI guidance has been sent out to parents, there has been a student briefing and staff training. There will be a follow-up in March.</li> <li>JCQ inspection took place in mid-January; a further inspection is expected in the summer.</li> <li>TG congratulated leaders on an excellent school production before Christmas.</li> <li>All other actions were complete or covered in this meeting.</li> </ul>	EH EH
5	<p><b>Member Vacancies</b></p> <ul style="list-style-type: none"> <li>PD reported that a colleague who volunteers with him at the Bucks Healthcare Trust might be interested in becoming a Member.</li> <li>TG has approached Nathan Thomas (former Head Boy of HGSS).</li> <li>EH has contacted the Governors for Schools website. PD/TG/EH to confirm if any interest from these sources.</li> </ul>	PD/TG EH
6	<b>Strategic Planning</b>	
6.1	<p><b>Report of Student Management Team</b></p> <ul style="list-style-type: none"> <li>The report had been circulated.</li> <li>This item was held after item 1.</li> <li>Student leaders highlighted: UCAS deadline and impending A-Levels, work experience process. Changes to school day: Form time before period 5 and right to roam changes. 3.25pm end of day.</li> <li>Lots of enrichment activities, which are appreciated, such as: Sports – table tennis, badminton, multigym, cooking on a budget, baking, board games, henna art and online courses.</li> <li>One Can Trust bake sale is being held before Easter.</li> </ul> <p><b>Q – How has the change to the school day gone down with students?</b> A – The right to roam system works well. Not everyone liked the additional 15 minutes on the school day, but the extra 10 minutes at lunchtime was popular.</p> <p>Governors thanked the students for their report and their time.</p>	
6.2	<p><b>Intervention Tiers</b></p> <p>ST presented on screen. The presentation was shared with JK for publishing on GovernorHub. ST highlighted:</p>	

Item	Discussions and Decisions Made	Actions
	<ul style="list-style-type: none"> <li>• When considering rank order – what needs to be done if students are moving downwards. Some quiet students are being revealed that were not previously identified, who are moving downwards.</li> <li>• Challenge Partners were helpful regarding pathways of intervention and escalations of intervention into different tiers – considering different levels of package for each student. A pathway is allocated depending on the need and a tier of intervention applied.</li> <li>• PP students remain on the silver pathway to be overseen by AW.</li> <li>• EHCP students always remain on the gold (top) tier of intervention, overseen by EH.</li> <li>• Bronze level is lightest package – led by middle leaders. The aim is for students to work their way off the grid.</li> <li>• Interventions higher up the grid are more specialized.</li> <li>• Case studies of three students (one from each tier) were presented to illustrate this.</li> <li>• School is trying to pick up students early to avoid having to go up the tiers later on.</li> <li>• It is a good way of tracking the progress of students.</li> </ul> <p><b>Q – What is the time frame for the drop in places?</b> A – Six months between AP1 and AP2. Year 11 is slightly different. For a behaviour or attendance drop, it would be much quicker.</p> <p><b>Q – If someone is escalated to gold, do they have to drop down to silver and then bronze?</b> A – Yes, unless they have an EHCP.</p> <p><b>Q – If a student is better in some areas, but worse in others – could they be in different tiers for different things?</b> A – The most prevalent need is picked for each student and they are placed on that pathway.</p>	
6.3	<p><b>Report of Headteacher and SEF</b></p> <p>The report had been circulated. EH highlighted:</p> <ul style="list-style-type: none"> <li>• Page 3 – Big focus on continuously getting into lessons for learning walks. A huge number have been completed and most actions have been done. Improvement in teaching &amp; learning is a real focus this year.</li> <li>• Year 11 data before Christmas – Attainment score of 42.28 (Grade 4). The target is to move this up to 51 (Grade 5). There are targets per department to move each student up to the next level to ensure good outcomes to allow them to get into Sixth Form/college etc.</li> <li>• School is in a good place to achieve its Progress 8 target.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Suspensions: 64 to date for this year – these continue to decline and should be well under the national figure by the end of the year according to current numbers. Permanent exclusions – none.</li> <li>• Attendance target from DfE = 92.8%. School is well above this at 93.9%. DfE also rank against other similar schools now. We continue to work on this.</li> </ul> <p><b>Q – This is a good story about attendance. However, The FSM group is less strong. Do we know why this group is particularly struggling?</b></p> <p>A – One child hasn't attended school for four years. There are stories around all persistent absentees and school continues to support as much as possible, understanding their circumstances. However, last year there were 13-14 Year 11 students really struggling to get into school. This year there are only two in this position. Each one takes multiple emails and county involvement etc.</p> <p>EH continued:</p> <ul style="list-style-type: none"> <li>• Page 3: Sixth form 125 internal, 88 external applications. The application process has now closed and offers are being made.</li> <li>• Page 27: Improvements to the HT Report: Staff sickness data is now included and is broken down into categories – type, reason etc. There are improvements with teaching staff figures, however on the ground there is still the real impact of the teaching &amp; learning experience on wellbeing.</li> </ul> <p><b>Q – When data is recorded for mental health stress &amp; wellbeing, there is quite an increase. What is the reason for this?</b></p> <p>A – These are long term sickness cases and are skewed by one person, but there are generally increasing reports of stress from staff, who we are supporting weekly. It is a real problem.</p> <p>EH continued:</p> <ul style="list-style-type: none"> <li>• Page 28: Average teacher salary – number of pupils to each teacher compared to Bucks and National. School salary data is live but Bucks and National are historic. FTE data is hard to pin down.</li> </ul> <p><b>Q – Page 20: Regarding the table summarising behaviour incidents: Racist, homophobic, derogatory language etc all seem to be on a serious upward trajectory. What could be done differently? The recent GWP referred to racist comments – is this a growing problem in school?</b></p> <p>A – We only started recording this last year. Next inset day there will be staff training on what this looks like and a robust system for dealing with it. We are identifying whether it is education or safeguarding that is needed in response to each case. We don't feel we have a culture of this sort of behaviour within the school, but of course we want to address it when it happens.</p>	

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	<p><b>Q – Page 18: 6 codes are used. Are these the only codes?</b> A – There are 24 codes and we use them all.</p> <p><b>Q - 93.9% attendance for 7-11 YTD but at the top of page 19 7-11 it says 93.7% - is this rounding?</b> A – Attendance moves daily. What we submit to DfE changes when students come on and off roll so it’s hard to marry up our figures with DfE figures. Even DfE and IDSR figures are different. We have taken this up with DfE for clarification.</p> <p><b>Q – Can you clarify the information on page 2 as two different frameworks are being used.</b> A – This will change when we have our Ofsted report. We are suggested we fall into these areas based on the IDSR data.</p> <p><b>Q – Student reps mentioned study leave. Last year you trialled a later study leave. What is the plan this year?</b> A – May half term. It changed for Year 11 last year, but not sixth form. This is the same as last year and has gone out to parents.</p> <p><b>Q – Last year’s late change to the process caused comment. Will this be better this year?</b> A – We set the dates based on the exam timetables. Technically schools shouldn’t do study leave until exams are over. We try to keep them in school for as long as possible. After half term the classes are so small it doesn’t make sense to continue to run them.</p> <p><b>Q – Page 14: No safeguarding incidents reported: What is the classification of a safeguarding incident?</b> A – Nothing has gone to the LADO or the ‘harms threshold’ met. <b>EH to include this definition in the report.</b> Low level concerns come to EH and a list is kept, to help identify trends. A briefing is done on this at the beginning of each half term to staff.</p> <p><b>Q – Page 29: Increasing the number of staff responding to the staff questionnaire – could this be done at inset day or when there is a captive audience to encourage this?</b> A – The response rate is well above the norm but we haven’t enforced it. There is a staff forum every half term too, so there are other feedback opportunities. Staff will continue to be encouraged to respond.</p>	EH
6.4	<p><b>Site Update</b> The report had been circulated and questions were invited. SB highlighted:</p> <ul style="list-style-type: none"> <li>• No FPHS meeting since the last FGB.</li> <li>• Air conditioning is being installed – offices, Art, MFL and Humanities will be completed over Easter.</li> </ul>	

Item	Discussions and Decisions Made	Actions
	<ul style="list-style-type: none"> <li>• Technology block roof replacement is complete</li> <li>• Hot &amp; cold water pipes have been replaced.</li> <li>• Site condition survey is underway</li> <li>• Fire strategy and fire door survey will take place over half term</li> <li>• Two CIF bids were submitted before Christmas: Heating &amp; boilers and re-roofing tower block. Results awaited.</li> </ul> <p><b>Q – IT outage last week: Did this affect teaching? Could it have been avoided?</b></p> <p>A – This was a problem with the filtering system and was a national outage. Once we realised, it was switched off and teachers were made aware there was no filtering, then we moved to a different option for filtering. This was out for a couple of hours before we got the internet working. It affected everyone as MS was down: registers etc. However, most were up and running by period 3. Some staff needed their cache clearing on individual computers and this took longer. As a national outage, there wasn't much we could have done further.</p>	
6.5	<p><b>Management Accounts</b></p> <p>The management reports had been circulated. SB highlighted:</p> <ul style="list-style-type: none"> <li>• Fairly good position for this year.</li> <li>• First indications for next year are that there is no real increase in funding but there will be pay rises and inflation to deal with – so it is going to be about how to mitigate against these issues.</li> </ul>	
6.6	<p><b>Risk Register</b></p> <p>The current risk register had been circulated. Changes from last time had been made (contingency plan).</p> <p><b>Q – Is there a need to revisit this as a result of the IT outage?</b></p> <p>A – Page 10 – Internet access etc listed. We are also investing in StarLink (Feb half term) in case the internet lines go down.</p> <p>Governors approved the risk register.</p>	
7	<b>COMMITTEE REPORTS</b>	
7.1	<p><b>HR Panels, Complaints and Student Discipline Committees</b></p> <p>One GWP was held two weeks ago for one student. No further panels have been necessary.</p>	
7.2	<p><b>Updated Complaints Action Log</b></p> <p>The document had been circulated. EH highlighted:</p> <ul style="list-style-type: none"> <li>• Timeframe for each stage has been added.</li> <li>• Complaints training has been done by EH, JK and Ali McKee.</li> <li>• RAG rating added</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Graph has been added which categorizes the complaints to understand and track what is coming up.</li> <li>• EH to redact one name and reissue the log for GovernorHub.</li> </ul> <p><b>Q – Regarding the mobile phone policy: If a student refuses to hand over their phone, what is the sanction?</b></p> <p>A – Initially they are sent to the focus room. Eventually they tend to give way. Otherwise they would be in there for a long time. It is about working with the parents to get a resolution. The number of smartphones found has come down again to 9 (including 4 air pods) since the beginning of term. LF spoke at the SFC event last week at St Michaels. LF reported that all bar one of the secondaries signed up to the consortium letter regarding smartphones in schools. This issue is now also integrated into Ofsted inspections. HGSS is ahead of the curve on this. Smartphone are also no longer an issue in class.</p> <p><b>Q – Are you seeing an improvement in behaviour and pupil progress?</b></p> <p>A – There is an improvement in social behaviour and a general shift in culture. Staff are happier. Pupil progress will have to be considered over time and there are lots of other contributing factors to this too.</p>	EH
<b>8</b>	<b>LINK GOVERNOR AND VISIT REPORTS</b>	
<b>8.1</b>	<p><b>Chair</b></p> <p>TG reported:</p> <p>The Excellence Evening was fantastic – thanks to AW for organising and to SLL for being a wonderful guest speaker.</p>	
<b>8.2</b>	<p><b>Development</b></p> <p><b>GB Effectiveness Tool on GovernorHub</b></p> <ul style="list-style-type: none"> <li>• JK thanked Governors for completing this.</li> <li>• Training emails have been sent to all Governors, with options for each training area they identified for themselves.</li> </ul> <p><b>Companies House ID Verification</b></p> <ul style="list-style-type: none"> <li>• Almost all Governors have now completed this process. JK thanked Governors for doing this.</li> </ul>	
<b>8.3</b>	<p><b>Safeguarding</b></p> <p>MM met with Emily and EH and reported:</p> <ul style="list-style-type: none"> <li>• Students felt they needed more emotional support. It was discussed with Emily whether it would be possible to get another counsellor in. The waiting list is long for the current counsellor (who works 3 days a week). It was useful to understand students’ versions of what support they feel they need, which may be different to what is offered.</li> </ul>	

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	EH commented that governor visits like this are very helpful as students will speak differently to governors than teachers.	
<b>8.4</b>	<p><b>SEND</b></p> <p>PD had circulated a visit report and highlighted:</p> <ul style="list-style-type: none"> <li>• Number of staff available to support is currently sufficient.</li> <li>• Student needs are generally being met but the situation is dynamic.</li> <li>• Work happening through Challenge Partners is helping this.</li> <li>• Training &amp; team development: Use of the carousel approach – feedback is very positive about this. Every teacher gets exposure to the strategies to be used.</li> <li>• Readiness for Ofsted: SENCO feels confident about this.</li> <li>• Parent engagement process: Introduced regular sessions for parents a couple of years ago. This seems to have run its course and SLT are considering what might replace this. PD wants to ensure the parent engagement is not lost.</li> </ul>	
<b>8.5</b>	<p><b>Disadvantaged, CLA</b></p> <p>BR will be visiting after half term.</p>	
<b>8.6</b>	<p><b>Careers</b></p> <p>BR will be visiting after half term.</p>	
<b>8.7</b>	<p><b>Attendance and Behaviour</b></p> <p>VS had circulated a visit report.</p> <p>Governors really appreciated the excellent report (VS's first as A&amp;B link).</p>	
<b>8.8</b>	<p><b>Governor Day Feedback</b></p> <ul style="list-style-type: none"> <li>• Feedback from the 14 January session had been circulated.</li> <li>• Only two governors were present but the morning was very informative. There was a science focus, which is also a focus area for GCSE academic outcomes.</li> <li>• Staff resource to run these days is high for few governors attending. <b>Governors to let JK know either way if they are able to attend so that a decision can be made about whether it should go ahead or not, or in a different form. Short survey via WhatsApp – JK to set up for Governors.</b></li> </ul>	<b>Govs/ JK</b>
<b>8.9</b>	<p><b>Governor Ofsted Update</b></p> <p>SL/EH reported:</p> <ul style="list-style-type: none"> <li>• A crib sheet is being prepared for Governors with core facts and examples from inspections that have already happened under the new framework. This will be shared shortly.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Page 32 of HT report shows the Inspection Data Summary Report (IDSR) summarised for Governors, to give clarity around the school's strengths and areas of improvement.</li> <li>Governors who talk to inspectors will need to demonstrate they know the school well, including its context, strengths and weaknesses and how they are using governance to address challenges.</li> </ul>	
<b>9</b>	<b>POLICY REVIEWS AND COMPLIANCE</b>	
<b>9.1</b>	<p><b>Drug Education and Management (for information)</b> The policy had been circulated.</p> <p><b>Q – Page 4 – when the school may contact the police – Could this also detail what happens when the police contact the school?</b> A – EH to add a sentence to say that the school will cooperate with the police as required by law.</p>	
<b>9.2</b>	<p><b>High Attainers and Most Able (for information)</b> The policy had been circulated. There were no comments.</p>	
<b>9.3</b>	<p><b>Mental Health - students (for information)</b> The policy had been circulated. There were no comments.</p>	
<b>9.4</b>	<p><b>Bereavement (for information)</b> The policy had been circulated. There were no comments.</p>	
<b>9.5</b>	<p><b>Uniform (Statutory, for approval)</b> The policy had been circulated. EH updated: consideration taking place in the House of Lords about whether a price should be put on the amount of uniform rather than the number of branded items. Currently the requirement is four branded items including a tie and the policy is based on this. If the legislation changes, the policy will come back for further review.</p> <p><b>Q – Regarding short skirts (2 inches above the knee) – what is done about this? It doesn't seem to be enforced – does this discredit the whole policy?</b> A – We take a pragmatic approach at line-ups (which happen several times a day). Our emphasis has to be on the academics. There are issues with boys' trousers as well as girls' skirts.</p> <p><b>Q – Maybe we shouldn't even have the guidelines in there if they aren't enforceable?</b></p>	

Item	Discussions and Decisions Made	Actions
	<p>A – We don't spend a lot of time on it, but it is enforced at line-up. If there is a uniform infringement after students come to class, the duty leader system is used so that teachers don't have to spend time on it. The numbers for this are low. They have already been checked at the gate, at the start of lessons and at line-up.</p> <p><b>Q – Can boys wear skirts and girls wear trousers?</b> A – Yes.</p> <p>The policy was approved.</p>	
9.6	<p><b>Literacy (for information)</b> The policy had been circulated. There were no comments.</p>	
9.7	<p><b>Examinations (for information)</b> The policy had been circulated. There were no comments.</p>	
9.8	<p><b>Flexible Working (for information)</b> The policy had been circulated. There were no comments.</p>	
9.9	<p><b>Grievance (statutory, for approval)</b> The policy had been circulated. The policy was approved, subject to revision of the footer and review dates</p>	LJ
9.10	<p><b>Remote Learning (information)</b> The policy had been circulated. JH to send minor comments to LJ for amendment.</p>	JH/LJ
10	<p><b>Dates and Times of Meetings</b> Next FGB meeting: Weds 22 April 2026, 6.30pm Governor Day: 24 April 2026 (AM) – Governors to let JK know if they can attend</p>	Govs
11	<p><b>Any Other Business</b> TG thanked everyone for their time and contribution.</p>	
12	<p><b>Evaluation of Meeting</b></p> <ul style="list-style-type: none"> <li>Governors agreed that the meeting had been conducted appropriately and effectively in terms of SIP priorities and student outcomes.</li> </ul>	

The meeting closed at 20.15

**Minutes approved by the Governing Board:**

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

Date .....