



SPRING TERM (2) 2022 MEETING OF THE FULL GOVERNING BODY

MINUTES

Date Wednesday 30th March 2022
 Time 19.00
 Place Holmer Green Senior School (Music Room)

- PRESENT:**
- | | |
|----------------------------------|------------------------|
| Mr G Davies (GD) | Mrs J Kirkpatrick (JK) |
| Mr P Davies (PD) | Mrs A Lee (AL) |
| Mr T Green (TG) – Chair | Mr S Pilgrim (SP) |
| Mr E Hillyard (EH) – Headteacher | Mrs L Swain (LS) |
| Mr J Hunt (JH) | Mrs A Thomas (AT) |
- IN ATTENDANCE:**
- | | |
|-------------------------------|---------------------------------------|
| Aaron Absalom (AA) (Item 7.1) | Student Leadership Team |
| Daniel Putnam (DP) (Item 7.1) | Student Leadership Team |
| Mrs L Jackson (LJ) | Director of Finance, HR and Resources |
| Mrs S Lary (SL) | Deputy Headteacher |
| Mrs J Knight (JLK) | Clerk |
- APOLOGIES:** Miss E Ginger, Mrs E Starling, Mrs R Roberts, Miss K Joynson

Action Support Challenge

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

Item	Discussions and Decisions Made	Actions
1	Welcome and apologies for absence <ul style="list-style-type: none"> TG welcomed everyone to the first on site FGB meeting for two years. Particular welcome to the student leadership team. Apologies were accepted from Miss E Ginger, Mrs E Starling, Mrs R Roberts, Miss K Joynson. 	
2	Notification of Any Other Business EH – Careers Governor	
3	Declarations of Interest against this agenda None	
4	Minutes of the December Meeting and Matters Arising <ul style="list-style-type: none"> Governors approved the Minutes as an accurate record. Actions <ul style="list-style-type: none"> Completed skills audits still needed from EG, JK, AL, ES One Governor still to complete KCSIE training. LS to chase. 	EG, JK, AL, ES LS

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	<ul style="list-style-type: none"> • Policies will be rationalised to spread across the year. This will be done in September. • All other actions complete. 	
5	<p>Governor Membership</p> <ul style="list-style-type: none"> • As Sarah Stewart has not attended a meeting for more than 6 months (since 7 July 2021) it was proposed that she be stood down from the GB. Governors approved. • As SS was on the Finance, Premises, Health & Safety Committee, there is now a gap. Governors were asked to consider joining this Committee. JLK to circulate the next agenda to all Governors, who are welcome to attend to observe in the first place, if they are interested in joining. • A Careers Link Governor is also needed. EH to share a job description. Governors to let JLK know if they are interested in either of these roles. 	<p>JLK</p> <p>EH Govs</p>
6	<p>Governor Training</p> <ul style="list-style-type: none"> • NGA Training: Everyone has registered but only 3 Governors completed the online Stakeholder Engagement training allocated for this meeting. • There were no questions. • It is important that Governor school visits now make a return and that Governors feed back to complete the triangulation process. LJ/JLK to circulate suggested event dates for Governors to come in (parent meetings, open mornings, the art exhibition). The school musical will take place 13-14 May. <p>Q – Why was there no PTA presence at the Year 7 meet & greet? A – It was a busy evening, not felt to be the best opportunity to recruit new members. A communication is going out to parents today with an invitation to join the PTA.</p> <p>Q – Could the School invest in the Safeguarding and Governance Online training from Andrew Hall (recently completed by PD)? Cost is £29.97 for 10 licences. LJ to purchase this and circulate to Governors via JLK.</p>	<p>LJ/JLK</p> <p>LJ/JLK</p>
7	STRATEGIC PLANNING	
7.1	<p>Report of Student Management Team Representatives</p> <p>This item was held after Item 3 to allow the students to leave earlier. AA and DP reported:</p> <ul style="list-style-type: none"> • Students had the opportunity to go to the Excel UCAS Exhibition on 14 March, which had lots of taster courses and useful information on writing personal statements etc. 	

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	<ul style="list-style-type: none"> • The Comic Relief Bake Sale raised £424. • The Prom has been organised, as have leavers' hoodies and the yearbook. • Lots of enrichment activities are being organised, such as football and table tennis. Sports Leaders will be running some of these. • The water system has been fixed in the Sixth Form. • Student Management Team holds meetings each Friday. • TG thanked AA and DP for taking the time to report to Governors and for all they have done in their roles. • AA and DP left the meeting at 19.19. 	
7.2	<p>Report of Headteacher and SEF Focus EH had circulated his report and took questions.</p> <p>Q – On page 5 (T&L) there is a change from PSHE to Citizenship. Why has this change happened? A – This is to match National Curriculum requirements.</p> <p>Q – Page 4 (EAL banding): Why are some EAL students not assessed? A – Some students, eg those from Hong Kong, are fluent English speakers and do not require assessment.</p> <p>Q – Why is the 3-year GCSE being changed to a 2-year GCSE? A – Covid had resulted in a loss of learning and limited experience of subjects for younger year groups. There was a clear steer from the Ofsted Inspection about maintaining breadth of curriculum earlier on (including Year 9).</p> <p>Q – There is a clear steer on MFL with 90% of students doing MFL at GCSE by 2025. How will students be enticed to do this? A – The Head of Department is very keen to push languages. A review is happening with another school to understand how others achieve this. This is not a quick fix but requires a consistent diet of good lessons as well as use of devices in lessons for speaking/listening – as students enjoy this approach. Languages will be pushed at meet & greets and will be brought into transition days.</p> <p>Q – Why can't students have a choice of languages in Year 7? A – Currently Spanish and French are taught in Year 7, with students allocated one or the other. There is some lee-way for families with particular reasons for wanting their child to be taught the language they have not been allocated (eg Spanish speaking family) but the number of requests is small. Staffing is weighted towards Spanish as this is preferred. Student choice would complicate staffing</p>	

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	<p>Q – The data consistently shows girls doing better in English and boys doing better in maths. How can this gender stereotype be overcome?</p> <p>A – Nationally Maths has been harder hit at secondary level by Covid. Additional staff have been brought in to help this. Phonics help is also happening. Two members of staff are being trained in Maths Mastery for September. Sixth form students are also tutoring. The English department teachers are almost entirely female whereas the Maths department is more balanced. Typically, Maths has been a strength of the school but it will be interesting to see the data this summer.</p> <p>Q – Page 12 – Enrichment: Why are languages or history trips not mentioned; are these happening?</p> <p>A – Year 9 are going to Hampton Court and there is a MFL residential trip at half term. Year 10-11 will be going on French day trips next year. There is a battlefields trip being organised, as well as DofE and ski trips (the latter surprisingly oversubscribed). Trips need 6-9 months’ planning and are just starting up again after Covid – but they are now back on the agenda. Whole year group cultural day trips are logistically difficult to organise but are important to ensure all pupils have the same opportunities. The Bucks Skills Show was a good event receiving positive feedback.</p> <p>EH to let Governors know if there are trips that they can help support.</p> <p>Q - Governor Day Feedback: Though the box is black, areas of good practice were seen in the equalities in the history curriculum session: The curriculum offer has been adapted in years 7-9 to include more examples and case studies to explore issues of diversity, inclusion and many areas of the protective characteristics. The pupils shared specific examples of this and their enjoyment of their learning in history. Could this be included on the chart?</p> <p>EH to include examples of good practice for all areas on the chart, amend typo ‘deceased’ in appendix 4 and send out to staff.</p> <p>Q – What strategies are being put in place to reduce the number of pupils failing to attend detentions? Are parents aware that their child has a detention?</p> <p>A – There have been problems in the past recording attendance at detention through Satchel so attendance records were moved to SIMS. Now that the issues have now been resolved, Satchel will be used again. Students attending detention are now flagged up in the period 5 register, which is a more timely reminder. The majority of non-attendance issues are accrued by a minority of students, so the issue needs to be tackled through wider pastoral work with students and their parents.</p>	<p>EH</p> <p>EH</p>

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	<p>Q – Are achievement points consistently administered by staff and how do you know?</p> <p>A – Points are tracked so it is known which members of staff give more/fewer. Every student has received an achievement point at least once. Consistency is hard to achieve because it is down to human nature and circumstances, but the system is promoted with staff (eg through ‘Flying Starts’ to lessons) and the opportunity to recognise positive work or behaviour is there. The top ten students making the most progress are rewarded separately and some students are selected for ‘Hot Chocolate Friday’. Some students are also mentored by SLT. Students respond to different motivational techniques. Awarding achievement points will be easier with the return to Satchel.</p> <p>Q – Why are numbers of suspensions increasing so significantly?</p> <p>A – They are low compared with the national average. Year 11 are perhaps nervous as they approach exams and this is revealing itself through behaviour. Other year groups have had long periods of home learning in the last two years and those without strong family/social backgrounds are more likely to be struggling now. They have missed out on a period of socialisation and structure and are finding it hard to conform now.</p> <p>Exams start on 16 May and some may be disrupted by Covid isolations. It is likely that the isolation period will be reduced for under-18s to aid this situation. Exams are also being stretched out so that those who miss one paper are unlikely to miss the second (with their exam grade being decided based on the second paper).</p> <p>Q – How is School reassuring students about these concerns?</p> <p>A – An assembly was held today for Year 13. The message was ‘calm down – you can do well if you stay focused. Measures are being taken to make things fairer, eg content removed and some evening up when moderation takes place. All schools are in a similar position.</p> <p>Q – What is the Covid position in School currently?</p> <p>A – Numbers are relatively low among students (c.20). Data is likely to change once tests have to be purchased, as people will stop testing.</p> <p>Q – What strategies are in place to reverse the 4-year decreasing trend of disadvantaged and EHCP pupils’ attendance?</p> <p>A – PP students each have an SLT member to support them as well as Sixth Form mentors. Small group work is provided in Maths and English for those pupils. School aims to provide a wraparound support package for them as well as using The Bridge. Monday staff briefings include a report from Kerri Stone on which PP/EHCP pupils are</p>	

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	<p>working above/below target and which need special attention.</p> <p>Q – The Bridge Evaluation: Some of the improved attendance from Autumn 1 to Spring 1 for specific pupils is very impressive. What has led to these increases?</p> <p>A – This comes down to 1-on-1 attention for students in The Bridge, which has strong staffing and a bespoke approach. Some students with ASD and sensory issues are struggling to be with others especially when moving between lessons. The Bridge provides a quieter place and a consistent staff who really know the students. There is regular contact with home and there has been a stepped approach to bringing students back in after lockdown learning, with Teams lessons to help them get to know staff before coming in to School. The impact is great but comes at huge staffing/resource cost.</p> <p>This is consistent with what has been observed on visits. Students are gently eased back into an environment that works for them.</p> <p>A - There is a danger that this becomes a new expectation. This can only be a short-term solution, otherwise students are not being prepared for adulthood.</p> <p>Q – Page 14 – Is it normal to be recruiting for 3 Heads of Department at the same time?</p> <p>A – Two of these are new roles as departments have been split as the school has grown. The Head of Science position is proving the most difficult to fill. There has also been a high turnover in the Science department. A Deputy Head of Science is joining after Easter as well as a Science teacher and an English teacher. There are still Attendance Officer and LSA roles to fill.</p> <p>Business & Economics has been difficult, with a teacher not available for work (but the role cannot be advertised). Business students are relying on after school and weekend specialist support. Things will improve in September and catchup lessons will be held for those moving into Year 13. There is some Maths teacher capacity to help with Business & Economics lessons also, and an online programme has been purchased for students.</p> <p>There are similar issues in the IT and Music departments, which is proving especially difficult for KS5.</p>	
7.3	<p>Curriculum Changes Covered within HT Report</p>	
7.4	<p>Expansion/Works Update LJ reported:</p> <ul style="list-style-type: none"> The Music Suite is now complete and the old music room has 	

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	<p>been turned into accommodation for The Bridge (students move in after Easter). This will be a huge improvement as it is better located and more accessible. Bucks have provided some funding for this refurb.</p> <ul style="list-style-type: none"> • The Roofing CIF project is complete over the new dining room, including skylights which make it a much nicer space. • There is a lot of snagging to complete within the 12 month rectification period, eg the water system, new acoustic doors for the music practice rooms (cannot currently be used when the adjacent classroom is in use). • The new building looks good but there are problems which need fixing by Bucks Council and tenacity is required to get a response. • TG thanked LJ for the enormous effort and persistence she is putting in to make sure everything is completed to a high standard. <p>Q – Could some artwork be put on the walls in the canteen? A – Once snagging is done, this will be addressed possibly with a projector for changing images/messages.</p>	
8	COMMITTEE REPORTS	
8.1	<p>HR Panels, Complaints Panels, Student Discipline Committees</p> <ul style="list-style-type: none"> • None held • There is one PEX Panel to be organised. JLK to contact GD, SP, AT, LS, BB, TG and ES about this, as they have experience. 	JLK
8.2	<p>Finance Committee Report</p> <p>Committee Minutes had been circulated. There were no red flags to report.</p> <p>A meeting has been held about traffic in the area. This involved the Parish Council, Local Council and representatives from the First School and the Junior School to try to take a joined up approach. A leaflet is being prepared with all logos on and a further meeting will take place after Easter.</p>	
9	GOVERNOR REPORTS	
9.1	<p>Chair</p> <ul style="list-style-type: none"> • Snagging meetings have been attended, otherwise nothing to report. 	
9.2	<p>Development</p> <ul style="list-style-type: none"> • Nothing further to report 	

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9.3	Safeguarding <ul style="list-style-type: none"> Nothing to report 	
9.4	SEND PD reported: <ul style="list-style-type: none"> SEND Governor training completed with NASEN was very useful. The principle is: Every Governor is a SEND Governor. So, a presentation will be given at the next FGB meeting about SEND challenges and issues. JLK to add this to the agenda. The Governor Day was excellent, with its focus on SEND and The Bridge. There were some fantastically engaged students. A 1-to-1 session with Kim was held. The Green Paper has been published, now in a 3-month consultation period. PD/JLK to circulate papers with Minutes. Generally School is doing a good job, but there are areas for improvement, such as keeping the breadth in the curriculum for SEND students. The new building for The Bridge is a big improvement as it meets the equality and diversity agenda. <p>Q – Is it still the intention to take students from other schools in The Bridge? Will this create complications?</p> <p>A – This is not in the immediate future. The Bridge needs to be fully working for HGSS first, but the aspiration is to support students from other schools in order to help fund the facility.</p> <p>Q – Could EH provide some feedback on his secondment?</p> <p>A – The purpose is to improve the inclusive nature of schools in Bucks, particularly for those with ASD etc. EH has met with 38 secondary schools (2 more to come) to consider strengths and weakness and make improvements. He also attended an inspection of County SEND services with HMI (report out soon). The process has generated lots of ideas about how to improve things at HGSS and has helped secure additional funding for The Bridge.</p>	<p style="text-align: center;">JLK</p> <p style="text-align: center;">PD/JLK</p>
9.5	Disadvantage RR was not present but is arranging a school visit to meet with Kerri Stone after the Easter holidays.	
10	Policy Reviews and Approvals	
10.1	Attendance The policy had been circulated. <ul style="list-style-type: none"> Wording about parents ‘contacting’ the school rather than ‘calling’ the school to communicate absence will be amended. Clarity over when/how a student who has missed school will 	

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	<p>be caught up will be added in the reintegration section.</p> <ul style="list-style-type: none"> The policy was approved by Governors subject to these amendments. 	EH
10.2	<p>CCTV The policy had been circulated and was approved by Governors.</p>	
10.3	<p>Complaints Policy The policy had been circulated and was approved by Governors.</p>	
10.4	<p>Drug Education and Management The policy had been circulated and was approved by Governors.</p>	
10.5	<p>Examinations The policy had been circulated and was approved by Governors.</p>	
10.6	<p>Grievance Policy The policy had been circulated.</p> <ul style="list-style-type: none"> How/when the outcome of a Stage 1 Grievance is delivered and the timescale to appeal to be added to section 9. The policy was approved by Governors subject to this addition. 	EH
10.7	<p>Literacy Policy The policy had been circulated and was approved by Governors.</p>	
10.8	<p>Exam Contingency Plan The policy had been circulated and was approved by Governors.</p>	
11	<p>Dates and Times of Meetings</p> <ul style="list-style-type: none"> Dates had been circulated with the meeting papers. The next meeting will be on Wednesday 18 May 2022, 7pm. 	
12	<p>Any Other Business None</p>	
13	<p>Evaluation of Meeting</p> <ul style="list-style-type: none"> Governors agreed that the meeting had been conducted appropriately and effectively. TG thanked everyone for their time. 	

The meeting closed at 9.30pm

Minutes approved by the Governing Board:

Signed
Mr T Green – Chairman of the Board

Date