



SPRING TERM 2024 MEETING OF THE FULL GOVERNING BODY

MINUTES

Date 7th February 2024
 Time 18.30
 Place Holmer Green Senior School

- PRESENT:**
- | | |
|--------------------------------|----------------------------------|
| Tony Green (TG) – Chair | Roy Kamp (RK) |
| Ed Hillyard (EH) – Headteacher | Jacqui Kirkpatrick (JRK) |
| Claire Asare-Archer (CAA) | Liliana Minton (LM) – from 18.45 |
| Gareth Davies (GD) | Paula Myburgh (PM) |
| Paul Davies (PD) | Steve Pilgrim (SP) |
| Jeremy Hunt (JH) | Victoria Strutt (VS) |
- IN ATTENDANCE:**
- | | |
|------------------------------------|---------------------------------------|
| Lynda Jackson (LJ) | Director of Finance, HR and Resources |
| Sarah Lary (SL) | Deputy Headteacher |
| Jenny Knight (JLK) | Clerk |
| Rachael Golding (RG) | Assistant Headteacher Sixth Form |
| Sarah Towers (ST) | Assistant Headteacher Curriculum |
| Alex Gillespie (AG) | Digital & Recording Lead |
| Kaitlyn Smith (KS) – to 18.47 | Associate Student Governor |
| Eddie Charlesworth (EC) – to 18.47 | Associate Student Governor |
- APOLOGIES:**
- Melissa Miller
 Beccy Roberts

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 meeting. Apologies were accepted Melissa Miller and Beccy Roberts. 	
2	Notification of Any Other Business PD – Forms survey to go out to Governors	
3	Declarations of Interest against this agenda There were no declarations of interest, either new or against items on this agenda.	

Item	Discussions and Decisions Made	Actions
4	<p>Minutes of the December Meeting and Matters Arising</p> <ul style="list-style-type: none"> • Governors approved the Minutes as an accurate record. <p>Actions and Matters Arising</p> <ul style="list-style-type: none"> • All existing governors have completed KCSIE training. • LAC/CLA terminology will be in the next HT Report. • JCT: New version is due in 2024. • Professional liability insurance of £3m is included, with a £5000 excess per claim. • RK to join the FPH&S Committee; PM possibly in the new academic year. • Covid addendum can now be removed from policies. • The Headteacher’s Performance Interim Review was completed. • All other actions complete. 	
5	<p>Governor Membership</p> <ul style="list-style-type: none"> • JLK reported that the new Articles of Association list Members as the appointing body for Trustees. Therefore, each time a Trustee needs to be appointed or reappointed, it should be done at an Ordinary General Meeting of the Members. • Anna Lee has decided not to continue into a further term as a Trustee. • GD is coming to the end of his term and is not able to continue for a further term. • TG’s term of office is also nearing an end. Tony is happy to continue for a further term. • Two more Members are needed as there are currently only three. The next Member to be appointed must be independent of the Governing Board as there cannot be a majority of Trustees. • Gareth Davies offered to become a Member (as he will no longer be a Trustee) until more independent members could be found. • JLK to organise an OGM of Members to re-appoint TG as Trustee and Member for a further four years and to appoint GD as a new Member. This meeting must take place after 29th February (when GD’s term ends) and before 22nd March (when TG’s term ends). • LJ reported that two staff members have expressed an interest in becoming Co-opted Trustees. They cannot be Staff Trustees as there is no provision for this in the new Articles. • JRK will not continue as a Staff Trustee when her term ends in May, having completed two full terms of office. 	<p style="text-align: center;">JLK</p>

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	<ul style="list-style-type: none"> LJ has circulated details of the two prospective staff Co-Opted Trustees. These will be considered and appointments made at the next FGB meeting (Co-opted Trustees to be appointed by those Trustees not themselves co-opted). 	
6	GOVERNOR TRAINING	
6.1	<p>NGA Learning Link: Integrated Curriculum and Financial Planning</p> <ul style="list-style-type: none"> The training link had been shared for Governors to complete prior to the meeting. <p>Q – How do we know we spend the right proportion of funding on staff? 85% seems high; there is only 15% left for everything else.</p> <p>A – It is about getting the best staff and the right capacity. If we were not oversubscribed we would not have the luxury of overstaffing. It is about maintaining high quality teaching. The parent-student ratio is currently 14, but this includes all teachers, as well as SLT who have management time/Sixth Form where there are far fewer students in each class etc. Budgets including funding ratios are discussed in depth at FPH&S Committee.</p>	
6.2	<p>GovernorHub Training</p> <p>JLK demonstrated the new GovernorHub system on screen, including:</p> <ul style="list-style-type: none"> Noticeboard Calendar Documents area and folder structure How to record training in your personal profile How to complete and confirm compliance items annually Roles, committees and constitution information <p>Future meeting papers will be published through GovernorHub rather than on email, so Governors must register on the site and familiarise themselves with it prior to the next meeting.</p> <p>JLK to add SL and Members onto GovernorHub.</p>	<p>Govs</p> <p>JLK</p>
7	STRATEGIC PLANNING	
7.1	<p>Report of Student Management Team Representatives</p> <p>The Head Students' Governor Report had been circulated. The students highlighted:</p> <ul style="list-style-type: none"> UCAS deadline passed last Wednesday. Those going down the Apprenticeship route are now receiving weekly emails and lots of support. Mock exams were held end of November and results came out on 19th January. Next steps are now being considered. A Leadership Team meeting is held every Tuesday. 	

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	<ul style="list-style-type: none"> • The venue for Prom has now been secured. • Students have chosen to organise a sports day for their last day at school. • Leavers’ hoodies are being ordered. • Enrichment sessions happen every Wednesday. These now include BSL, table tennis and badminton. <p>Q – What proportion of students are applying to university vs apprenticeships?</p> <p>A – Students are encouraged to apply to university as well as an apprenticeship, as a backup. 20 out of 70 are not applying to university. All are being consulted about their decisions and parents communicated with. Those 20 are looking at apprenticeship workshops after Easter. All UCAS applicants that want a Plan B will also be talked through the apprenticeship process too.</p> <p>Q – Can students go down both routes?</p> <p>A – Yes. UCAS is also developing an apprenticeship route. Students are encouraged to explore every avenue.</p> <p>Q – How was BSL introduced as an enrichment subject?</p> <p>A – The idea was introduced before recent press coverage. It has been very popular and School is keen to keep it going next year. It is a great CV booster, enhances soft skills, resilience and is very useful.</p> <p>TG thanked the student leaders and wished them well with their applications.</p>	
7.2	<p>Presentation on Microsoft Schools</p> <p>AG shared a presentation on screen.</p> <ul style="list-style-type: none"> • Only 300 schools globally have the status of MS Showcase School. HGSS is proud to be one of them. • All students have a laptop and can work from home on these. • MS Office suite is used as well as Immersive Reader for EAL students. This helps with reading, grammar, understanding and vocabulary. • All staff have a ‘Learn profile’ and undertake badges within this, starting with the ‘Microsoft Educator’ badge, then moving on to others to improve pedagogy and outcomes for students. • 21CLD (21st century learning design) is run in every year group and involves real-life problem solving, working as a team and using technology. • Showcase status must be renewed annually (3-4 months left on this cycle). 	

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	<ul style="list-style-type: none"> • 60% of staff have to have a Learn profile (HGSS has 100% of teachers). The site team have to be trained up, as well as new teachers. • School has to showcase what is being done well, e.g. Immersive Reader. On 12th March various local primary schools are coming in to school to receive a demo and to encourage use, so that children are familiar with the tech before they arrive at secondary school. • School aims include: consistent use of Teams rather than OneNote; staff audit of who is using what. • AG visited a tech fair and the following apps are being considered: <ul style="list-style-type: none"> ○ Co-Pilot: An AI assistant to reduce workload. For example, schemes of work that otherwise may take weeks to prepare could take days. ○ 2BFluent: A languages app which encourages students to practice MFL. This can be run as an after-school club, talking to native French and Spanish speakers. ○ VR: This is on the back burner as school hasn't seen anything really compelling here yet. ○ MS Reflect: Students are able to say how they are feeling about a particular subject/theme. This helps with SEN, Sixth Form. It will help teachers check in with students who are feeling less than confident. It includes podcasts on anxiety and mindfulness. <p>Q – Is Co-Pilot only for use by teachers, or students too? A – This is TBC. AI is here. If we don't educate the children and learn how to harness it, they will use it anyway. It's about training students and staff. Universities are talking about how to use AI ethically – students having to sign a contract etc.</p> <p>Q – Is there any funding available from Microsoft? A – No. There may be something with Co-Pilot, TBC.</p> <p>Q – Should we be concerned about data collection with MS Reflect? A – We are not concerned. This is just used by the teacher to help inform them. Names can be removed.</p> <p>Q – What is the direct impact on pupil outcomes? A – There are benefits for SEN Pupils with Immersive Reader and MS Reflect. The 1:1 device sets all students up for the real world and this is massively beneficial.</p> <p>Q – Does it aid the development of literacy across year groups?</p>	

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	<p>A – There are now anthologies available on Teams, so each student can read a text in their own way (different speeds, use yellow ‘paper’, e-readers etc. Some Sixth Form students from Moldova and Ukraine are using this, which helps with their language skills. They can also read into the software which will analyse their diction, fluency etc. It is particularly helpful with Years 7,8 and 9 though.</p> <p>Q – Do Governors have the chance to debate use of Co-Pilot before it is rolled out to the students? Are there controls on the students’ laptops?</p> <p>A – Students are already using AI every day, e.g. ChatGPT. There are software controls through the IT company EAC, that block most things. A new filtering & monitoring system is being installed after half term. There is a balance to be struck with how much to block. When the students use their laptops at home they are not subject to the same filtering & monitoring.</p> <p>We are not actively promoting AI. We are still using traditional skills. It is about teaching ethics and how to use AI as a tool to gather information before putting it into students’ own words. Universities use ‘turn it in’ software to detect plagiarism.</p> <p>There are many lessons where laptops are not used at all. When they are used, the staff member can see what each student is using.</p> <p>The skill is in knowing when to use AI and when not to.</p>	
<p>7.3</p>	<p>Report of Headteacher</p> <p>ST and RG were present to go through the detail on Y11 and Y13 mock exam results data.</p> <p>Year 11 Data</p> <p>ST highlighted:</p> <ul style="list-style-type: none"> • P8 score of -0.13 based on mocks (not coursework). Although this is a negative score, it is slightly higher than this time last year, when the overall score ended up at +0.45. Much progress is made between Christmas and the summer. • Students were assessed on a full suite of papers, so the data should show an accurate position. • Task is to move grades forward between now and the start of public exams. • Priorities are: Grade 4 in both English and Maths, Grade 5 in both English and Maths. Department meetings have been held to identify students to be targeted. • Science: New KS4 Lead meeting has taken place to consider all entries. • All subjects have now produced a strategy document which identifies underperforming students for mentoring. 	

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	<ul style="list-style-type: none"> Y11 intervention groups take place on Tuesdays and Thursdays in English, Maths, Science and RS. Three Science teachers are available to deliver Biology, Chemistry and Physics interventions. <p>Q – Is your strategy just to focus on grade 4s and 5s? What about high prior attainers?</p> <p>A – We have to make progress with all students to get a good P8 score. Every subject is working to improve at all levels. There is an Easter revision course organised. One cohort invited for this is high prior attainers (HPAs); those aiming to get 8s and 9s. HPAs have been mentored since September.</p> <p>Q – According to the data on p.9, only 13% of students are on track to achieve a 5+ in English and Maths. In the past this has been 60%. Are you on track to achieve 60% again?</p> <p>A – The figures are similar to last year at this stage. Some courses are not even finished yet. 60%/80% achieving 5+ and 4+ respectively in English and Maths would be the scores expected of an outstanding school. Last year we got 58% and 77%.</p> <p>Q – The results perhaps look more concerning than they are. Could those subjects that compare favourably with this time last year be shaded green, or comparative figures added in?</p> <p>A – EH to add in previous year’s comparative figure.</p> <p>Q – What is the P8 target for this year?</p> <p>A – It is +0.7; last year the target was +0.6.</p> <p>Q – What is the impact on the pupils of these results?</p> <p>A – A mock results day was held. Some students needed consolation; some were elated. Passing on the results this way increases parental involvement. An SLT mentor is assigned to key students that did not meet their targets. Wellbeing Wednesday is held in form time, discussing exam stress etc. There is lots of before- and after-school help offered to students too.</p> <p>Q – How do you select students to be invited to Easter revision? Is this the first time you have run this?</p> <p>A – HPA students and Disadvantaged students have been invited; 100 students across 4 days (not all students for all days/sessions). There is no new curriculum learning, just walk-throughs of exams and how to tackle them. No-one is disadvantaged by not attending. Low/medium/high prior attainers are already defined by the DfE based on KS2 SATs.</p>	<p>EH</p>

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	<p>This is the first time for a long time an Easter course has been run. As well as teachers there will be an SLT member present each day.</p> <p>Governors wished to recognise the dedication of staff willing to put in the hard work to make the Easter revision course happen.</p> <p><i>Q – Are parents on board with the extra courses? Has there been any resistance?</i></p> <p>A – Invitations go out tomorrow with the message that demand is high for places. For those who normally arrive at school in a funded taxi, this will continue to be provided for Easter revision school. Efforts will be made to get the students into school.</p> <p><i>Q – Based on the current scores, is there likely to be an impact on Sixth Form retention?</i></p> <p>A – Students are very focused on their predicted grades rather than their mock grades. Year 11 Sixth Form interviews are taking place at the moment. The conversation about the viability of getting onto Sixth Form courses is a motivating one: How they can get what they need.</p> <p>Year 13 Data</p> <p>RG highlighted:</p> <ul style="list-style-type: none"> • Data is not as positive as school would like. • ALPS score is currently 7, which is well below what has been achieved for the last 7-9 years. • Students in this cohort had inflated GCSE grades so their targets were also inflated. It is about making sure each student makes as much progress as possible. • HoDs are analysing the results and drilling down into areas of weakness/how they will focus on these. • The cohort as a whole has a high proportion of students with low self esteem and mental health/exam anxiety issues. They struggle to get to exams, to stay in them and to fulfil their potential. A workshop was held today to try to give students some tools to tackle this. • Students not putting in the effort at this stage lose their ‘right to roam’, are on report, given targets and are supervised. • It is anticipated that final grades, with coursework included, will be 14% higher than this. <p><i>Q – Is the anxiety problem just for this cohort, or students generally? What is the reason for it?</i></p> <p>A – It is dramatically greater in this cohort. We need to be proactive about it and help students recognise behaviours in themselves. We think it is partly about Covid, which has affected their levels of</p>	

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	<p>resilience and response to setbacks. There are also friendship groups who are sharing the experience among themselves.</p> <p>This cohort have been through exams but the Government are wanting to set boundaries back to 2019 levels. Added pressure is a factor, but every cohort is different.</p> <p>Q – Will you be able to continue your individualised approach as the Sixth Form grows?</p> <p>A – It will be more challenging but the aim is continue this approach.</p> <p>Q – Is there less exam anxiety for KS4?</p> <p>A – Yes. The exams are not considered on the same scale; students in KS5 are very focused on what they need to achieve. With GCSEs there are generally nine subjects, so each one is less important than each of three A-Levels. Some students will take their exams in The Bridge.</p> <p>Q – Do you know how this situation compares with other schools?</p> <p>A – We are part of a Sixth Form network and this problem is seen a lot especially with this particular cohort. It is not as significant in Y12. There has perhaps been a sense of uncertainty all the way through secondary school; they were in Y9 during Covid – perhaps a pivotal time in terms of impact/choices etc.</p> <p>There being no further questions, RG and ST left the meeting at 19.52.</p> <p>EH highlighted other aspects of the HT Report:</p> <ul style="list-style-type: none"> • Next Governor Day is Thursday 7th March, 9am – 12pm. It will have a DT focus. Governors to let JLK know if they can attend. <p>Q – Are the new staff members being recruited additional or a replacement for staff who are leaving?</p> <p>A – Art (replacement), Library (replacement), Social Science (additional capacity and a promotion), The Bridge (additional), PE (replacement), RS (to add capacity), Science (additional experience needed in a less stable department).</p> <p>Q – Were the two fire drills planned (page 15)?</p> <p>A – One was set off by a student; one was accidentally set off by spray paint in the art department. There have been no fires. If an unplanned fire alarm happens, it removes the need for a fire drill that half term.</p> <p>Q – Do you hold lockdown practices?</p> <p>A – We go through the procedure with everyone but we don't practise it. New staff are trained in the new staff briefing.</p> <p>LJ to add this to the INSET training folder.</p>	<p>Govs</p> <p>LJ</p>

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	<p>Q – Why is it so challenging to find and retain Science teachers? Do they not like teaching Combined Science?</p> <p>A – It is a national problem. Physics teachers in particular can get a lot more money working in industry. One other local school started the year with three science teacher vacancies. When we find a good teacher, we take them. English and Maths are now more stable departments as better staffed. We have moved to Triple Science from Combined Science but it hasn't helped recruitment so far.</p> <p>PD – There was an excellent webinar about the 'Attachment Aware/Trauma Informed' work. This seems very positive in giving staff an awareness of the impact of student backgrounds.</p> <p>EH to invite Kerri Stone to present to Governors on this in a future FGB meeting.</p> <p>Q – On page 5 are the RAG ratings accurate for pupil admission numbers?</p> <p>A – Role numbers are healthy. If a number is on PAN it is amber.</p> <p>Q – Could comparative numbers be included on page 11 to show behaviour trends?</p> <p>A – There were 25 suspensions in the last HT Report; 13 in this. There were 53 bullying incidents in the last HT Report; 24 in this.</p> <p>EH to add in comparative figures, but no further changes to the HT Report will be made as overall there has been an attempt to reduce data overload.</p> <p>Governors were appreciative of the overall changes to the HT Report, which is felt to be much improved.</p> <p>PD commented that the SEND Attendance figure on page 11 is very good and credit is due for this (91.35%).</p>	<p>EH</p> <p>EH</p>
7.4	<p>Works Update</p> <p>LJ had circulated a report on the status of the reception extension. There were no questions.</p>	
7.5	<p>Management Accounts</p> <p>LJ had circulated the accounts and highlighted:</p> <ul style="list-style-type: none"> • Massive increase in gas charges; however School was previously protected from soaring rates due to a favourable fixed rate contract for the previous two years. Attempts are being made to keep costs down wherever possible. It is hoped the final annual bill will be less than budgeted. • Staff costs have increased. • Reserves remain healthy. 	

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8	COMMITTEE REPORTS	
8.1	HR Panels, Complaints Panels, Student Discipline Committees <ul style="list-style-type: none"> A Governor Warning Panel was held on 9 January 2024. Thanks were extended to Governors who gave their time for this process. 	
9	GOVERNOR REPORTS	
9.1	Chair <ul style="list-style-type: none"> TG conducted an H&S check of the reception construction site as well as a general H&S check. <p>Q – Does the Risk Register include construction site risk? A – LJ to add to the risk register for review at the FPH&S meeting, as well as updating the cyber security section.</p>	LJ
9.2	Development <ul style="list-style-type: none"> JLK has inducted PM. RK induction is being rearranged. 	
9.3	Safeguarding <ul style="list-style-type: none"> SP has a Safeguarding visit booked for Friday and will report back to the next meeting. 	
9.4	SEND <ul style="list-style-type: none"> PD requested Governors read the SEND INSET day resources which had been circulated by email. There were 300 attendees representing 9 schools. It was a great event and thanks are due to EH for driving this. Governors are welcome to attend INSET days. 	
9.5	Disadvantaged & CLA <ul style="list-style-type: none"> Nothing to report. 	
9.6	Careers <ul style="list-style-type: none"> Nothing to report. 	
10	POLICY REVIEWS AND APPROVALS	
10.1	Safeguarding <ul style="list-style-type: none"> The policy had been circulated and reviewed by two governors. Page 3 – email address incorrect Footer page 26 needs amending. The policy was approved subject to these changes. 	

Item	Discussions and Decisions Made	Actions
10.2	<p>Recruitment</p> <ul style="list-style-type: none"> • The policy had been circulated and reviewed by two governors. • KCSIE reference should be to 2023 version not 2022. • Review dates need amending for consistency. • 1.6 – change ‘ethic’ to ‘ethnic’ • BCC should be Bucks Council • The policy was approved subject to these changes. 	
10.3	<p>Attendance</p> <ul style="list-style-type: none"> • The policy had been circulated and reviewed by two governors. • Last page: Wording ‘Tend not to go to college/sixth form’ confusingly seems to relate to those with over 96% attendance • Both 96% and 97% attendance targets are mentioned – this is not consistent. Should be 96% throughout. • The policy was approved subject to clarification of these points. 	
10.4	<p>Information, IT and Cyber Security</p> <ul style="list-style-type: none"> • The policy had been circulated and reviewed by two governors but amendments not consolidated, so this will be brought back to the FPH&S Committee for approval. The same process will follow for the GDPR policies below, items 10.7,10.8 and 10.9. 	
10.5	<p>Drug Education and Management</p> <ul style="list-style-type: none"> • The policy had been circulated and reviewed by two governors. • Names in the table at the end to be changed to roles only. • The policy was approved subject to this change. 	
10.6	<p>Examinations</p> <ul style="list-style-type: none"> • The policy had been circulated and reviewed by two governors. • There were no amendments and the policy was approved. 	
10.7	<p>GDPR Breach Policy</p> <ul style="list-style-type: none"> • See item 10.4 above 	
10.8	<p>GDPR Policy</p> <ul style="list-style-type: none"> • See item 10.4 above 	
10.9	<p>GDPR Subject Access Request Policy</p> <ul style="list-style-type: none"> • See item 10.4 above 	

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10.10	<p>Grievance Policy</p> <ul style="list-style-type: none"> • The policy had been circulated and reviewed by two governors. • The policy was approved. 	
10.11	<p>High Attainers and Most Able Policy</p> <ul style="list-style-type: none"> • The policy had been circulated and reviewed by two governors. • The policy was approved. 	
10.12	<p>Literacy Policy</p> <ul style="list-style-type: none"> • The policy had been circulated and reviewed by two governors. • Review dates to be amended. • The policy was approved subject to this. 	
10.13	<p>Mental Health Policy</p> <ul style="list-style-type: none"> • The policy had been circulated and reviewed by two governors. • LJ confirmed the policy was only for students and this had been changed in the policy to make this clear. Staff members' health is considered in the HR Policy (both physical and mental). • Staff names to be changed to roles. • Footer to be updated. • The policy was approved subject to these changes. 	
OTHER MATTERS		
11	<p>Dates and Times of Meetings</p> <p>Next Meetings:</p> <ul style="list-style-type: none"> • Wednesday 7th March – Governor Day • Wednesday 24th April, 6.30pm – Next FGB Meeting 	
12	<p>Any Other Business</p> <ul style="list-style-type: none"> • PD reported that a Governor survey would be sent out shortly. A quick response would be appreciated so that results can be discussed at the next FGB meeting. These will be analysed and presented back by PD. LJ is also organizing a deeper Governor Self Analysis process, which is a bigger job and will follow in due course. • TG thanked everyone for their attendance and apologised for the overrun. 	

Item	Discussions and Decisions Made	Actions
13	Evaluation of Meeting <ul style="list-style-type: none"> • Governors agreed that the meeting had been conducted appropriately and effectively. 	

The meeting closed at 9.20pm

Minutes approved by the Governing Board:

Signed

Date

Mr T Green – Chairman of the Board