



## AUTUMN TERM (1) 2022 MEETING OF THE FULL GOVERNING BODY

### MINUTES

Date 12<sup>th</sup> October 2022  
 Time 19.00  
 Place Holmer Green Senior School

- PRESENT:**
- |                                |                    |
|--------------------------------|--------------------|
| Gareth Davies (GD)             | Anna Lee (AL)      |
| Tony Green (TG) – Chair        | Steve Pilgrim (SP) |
| Ed Hillyard (EH) – Headteacher | Beccy Roberts (BR) |
| Jeremy Hunt (JH)               | Emma Starling (ES) |
| Jacqui Kirkpatrick (JRK)       | Anna Thomas (AT)   |
- IN ATTENDANCE:**
- |                     |                                       |
|---------------------|---------------------------------------|
| Linda Jackson (LJ)  | Director of Finance, HR and Resources |
| Sarah Lary (SL)     | Deputy Headteacher                    |
| Kim Joynson (KJ)    | Deputy Headteacher                    |
| Jenny Knight (JLK)  | Clerk                                 |
| Kerri Stone (KS)    | Assistant Headteacher                 |
| Rachel Golding (RG) | Assistant Headteacher                 |
| Abdullah Iqbal (AI) | Head Student (Items 1 & 5 only)       |
| Emily Mason (EM)    | Head Student (Item 1 & 5 only)        |

**APOLOGIES:** Paul Davies, Lisa Swain, Clare Asare-Archer

**Action Support Challenge**

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

Item	Discussions and Decisions Made	Actions
1	<p><b>Welcome and apologies for absence</b></p> <ul style="list-style-type: none"> <li>JLK welcomed everyone to the meeting.</li> <li>Apologies were accepted from Paul Davies, Lisa Swain and the new Parent Governor, Clare Asare-Archer.</li> </ul> <p><b>Chair/Vice Chair Election</b></p> <ul style="list-style-type: none"> <li>JLK chaired the meeting for this item only.</li> <li>One nomination had been received for Chair (Tony Green). TG left the room while the vote took place. GD proposed, SP seconded. All Governors were in favour, so TG was duly elected Chair for a further term of one year.</li> <li>One nomination had been received for Vice Chair (Paul Davies). PD was not present at the meeting. AT proposed, TG seconded. All Governors were in favour, so PD was duly elected Vice Chair for a term of one year.</li> </ul>	

Item	Discussions and Decisions Made	Actions
2	<b>Notification of Any Other Business</b> None	
3	<b>Declarations of Interest against this agenda</b> None	
4	<b>Minutes of the July Meeting and Matters Arising</b> <ul style="list-style-type: none"> <li>• Governors approved the Minutes as an accurate record, subject to one typo.</li> </ul> <b>Actions</b> <ul style="list-style-type: none"> <li>• JRK questioned the lockdown test. This will happen first week back after half term, following a staff presentation.</li> <li>• All other actions were either complete or on the agenda for this meeting.</li> </ul>	
5	<b>Head Student Report</b> <ul style="list-style-type: none"> <li>• This item was held after item 1 on the agenda, so that the head students could get away.</li> <li>• TG thanked the students for their report, which had been circulated.</li> <li>• AI introduced himself and spoke of his MIND training/mentoring work with a Year 10 student and his plans post-Sixth Form. He is currently busy planning the Prom and other summer term activities.</li> <li>• EM introduced herself and her plans post-Sixth Form. She is organising a One Can Trust event as part of her Head Student role.</li> <li>• TG thanked them for the work they are doing for the School and wished them good luck with their future plans.</li> <li>• The students left the meeting after this item.</li> </ul>	
6	<b>Governor Membership</b> <ul style="list-style-type: none"> <li>• LJ reported that Clare Asare-Archer had received the highest number of votes in the parent governor elections and would therefore be joining the GB.</li> <li>• There were four other nominations. Governors considered whether any of these candidates had the necessary skills/experience to fill gaps on the GB. Specifically, there is a requirement for more Governors with finance/marketing experience. In contrast, it was felt that there is already plenty of Teaching &amp; Learning experience on the GB.</li> <li>• As a result it was agreed that one further candidate would be asked to join the GB as a Community Governor and two</li> </ul>	

Item	Discussions and Decisions Made	Actions
	<p>further candidates would be co-opted with their specific skills in Finance and Marketing.</p> <ul style="list-style-type: none"> <li>• LJ to respond to all nominees with the results.</li> </ul> <p><b>Governor re-appointment</b></p> <ul style="list-style-type: none"> <li>• PD was not present but had indicated his willingness to stand for a further term of office as his current term comes to an end at the end of October.</li> <li>• BR nominated PD. SP seconded. All Governors were in favour. PD was duly elected to serve a further four-year term.</li> </ul>	LJ
7	<b>STRATEGIC PLANNING</b>	
7.1	<p><b>Report of Headteacher and SEF</b></p> <ul style="list-style-type: none"> <li>• The report had been circulated.</li> <li>• EH highlighted the Governor Day on 8<sup>th</sup> November (9am-12.10pm with a minimum attendance to 11.20am).</li> <li>• There will be two areas of focus on the day: RS and PE, each including a curriculum discussion and learning walk.</li> <li>• Governors to let JLK know if they are able to attend the Governor Day, as well as any other school events listed on the calendar recently distributed.</li> <li>• EH invited questions on his report.</li> </ul> <p><b>Q – Why is there inconsistency between the number of incidents of bullying in 2021-22 between p.9 and appendix 3?</b></p> <p>A – The correct total is 7. This is from CPOMS and is more accurate. The other figure will be amended.</p> <p><b>Q – What is Aspire, where referrals are made (p.11)?</b></p> <p>A – This is the local Pupil Referral Unit. There are four possible local settings, of which this is one. Someone comes in from Aspire weekly to mentor some students.</p> <p><b>Q – Vacancies listed on page 11: Has a Careers staff member not yet been found and what is being done about this?</b></p> <p>A – No, the right person has not yet been found, but there is another interview this week. If they are not successful, there is a backup plan to bring in the Careers Advisor service after half term.</p> <p><b>Q – Regarding the gender gap on page 8, is there a reason why girls are under-performing in Maths and what strategies are in place to deal with this?</b></p> <p>A – There are interventions in place for Year 11, twice a week especially for girls. Targeted support is being given in groups based on Y10 mock results.</p>	Govs

Item	Discussions and Decisions Made	Actions
	<p><b>Q – The bullying categories (substantiated/unsubstantiated): Is this an accurate representation, or are students not reporting incidents?</b></p> <p>A – These reports do not just come from students. It is a teacher platform. The teachers will go in and investigate issues and log them. Unsubstantiated bullying is where things did happen, but were not ongoing issues. Teachers follow up to see if there is a trend developing with a particular student. Unsubstantiated does NOT mean there is no evidence.</p> <p><b>Q – Regarding on-the-day detentions, how are you ensuring the safety of students, particularly girls, going home in the dark after school if they have had to stay behind for a detention?</b></p> <p>A – Teachers are always at school until the last students have gone. If anyone is worried about getting home safely, the teachers will call to make arrangements.</p> <p><b>Q – GCSE 9-5 and 9-4 grades were worse this year than 2019. How is this going to be addressed going forward?</b></p> <p>A – There are action plans for the blue-highlighted departments with targeted interventions. The National Tutoring Programme will be used for disadvantaged students after half term. SLT mentoring started earlier this year; there have already been parent meetings for about 20 students in danger of underachieving. These continue every two weeks. Identification of these students is based on Y10 mock results and attitude to learning.</p> <p>EH: Underperforming departments: Some MLs are receiving external coaching. Every teacher will have had a learning walk/observation by half term. In addition, some MLs are working with more experienced MLs or having exam board/marking training.</p> <p><b>Q – Do teachers have just one learning walk?</b></p> <p>A – One per half term, but some have many more. These are mostly conducted by the Head of Department.</p> <p>At Inset Day there was an emphasis on student engagement in class, with new strategies given for staff to check on active (not just passive) engagement.</p> <p><b>The level of achievement points being given is very motivating.</b></p> <p>Staff have really bought into the tracking process and more achievement points are being given. Explicit behaviour for learning discussions with students are making a difference. There are also more students at the school, which increases the number of achievement points being given compared to last year.</p>	

Item	Discussions and Decisions Made	Actions
	<p>EH:</p> <ul style="list-style-type: none"> <li>• The following departments are focus areas for KS4/5: Computer Science, Business &amp; Economics, some Science, History and Geography.</li> <li>• A new Music teacher is joining the school after half term.</li> <li>• The new Business &amp; Economics teacher is very strong and students are feeling positive about this.</li> </ul> <p><b>Q – Is there greater disengagement in the lower sets?</b></p> <p>A – No. We have smaller sets to mitigate this. LSA support also helps them to make progress.</p> <p><b>Q – What is being done to support those repeat offenders being removed from lessons?</b></p> <p>A – Aspire and mentoring are used; Sixth Form mentors are helping to support them; Head of Year mentoring; there is ‘regulation time’ at the beginning of the day and a RAG rating given to the day. The Bridge is used in some cases. Those with EHCPs are given a separate tutor group to help them prepare for the day.</p> <p><i>It would be helpful if the HT Report was prefaced with some key headlines to help engage those Governors who are not working in education. More time to read all the information would be helpful, especially when long training items are also a requirement for Governors.</i></p> <p>It was agreed that EH will pull out the positives/negatives and key focus areas at the beginning of the report. In addition, policies and training items will be sent out two weeks in advance of an FGB meeting, to allow Governors more reading time.</p> <p>EH: Attendance is another important focus this year. HGSS is at the national average, but this is not enough.</p> <p><b>Q – Why is attendance lower in the Sixth Form?</b></p> <p>A – This is due to reporting anomalies in Year 13. This will be sorted out for the next report. There is no problem in the Sixth Form, in fact persistent absence is lower and attendance is higher. That said, there are mental health/SEN issues for some students when moving into Sixth Form. A new programme is available through Bucks Council for EBSA (Emotional Based School Avoidance), to try to get students into The Bridge from home.</p> <p><b>Q – Is the % of students taking the eBacc still a focus and why are the numbers so erratic?</b></p> <p>A – Governors chose for students not to have to do a modern foreign language. As a result, those who choose not to study MFL do not fulfil</p>	<p>EH/JK</p>

Item	Discussions and Decisions Made	Actions
	<p>the criteria for eBacc. There is a renewed emphasis on MFL to try to improve uptake. This includes having ambassadors in feeder primary schools, language trips abroad, partnerships with other schools and including language periods in Year 9 and Sixth Form etc – to increase positive experience of MFL. The only way to meet eBacc targets would be to make MFL compulsory.</p> <p>eBacc is of no value to the students, it is just an indicator of whether a school is considered broad and balanced.</p> <p><b>Q – Are the Leavers YTD figures based on the academic or calendar year?</b> EH to check and confirm.</p> <p><b>Q – What is the conclusion about how School will reach the 32.5 hours a week requirement?</b> A – Two models are being considered (8.45am-3.15pm and 8.55am-3.25pm). The final decision will be brought to Governors in December once the impact is fully understood (logistics for parents, childcare etc).</p> <p><b>Q – Are term time holiday fines ever issued and do they make a difference?</b> A – A letter is sent, then it is for the LA to follow up. The numbers are not huge but it does make parents stop and think.</p> <p><b>Q – What are the missing figures in the attendance by sub group section?</b> A – Persistent absentee attendance is 19.8% (28 students). EHCP attendance is 80.5%. The latter figure is skewed dramatically by 9 students who have attendance under 50%. This is discussed weekly with Bucks, to try to help these children access education. SEN Support attendance is 90.8%.</p> <p><b>Q – If there is a target for students with between 85-90% attendance, what are the figures here?</b> A – There are 167 students with attendance between 80-90%. KJ to add figures for 85-90% attendance.</p> <p><b>Q – Is the number of Ukrainian students increasing?</b> A – There are now 3 (2 in Y10, 1 in Y8). The student expected into Sixth Form did not arrive. Other schools are hubs for Ukrainians (Great Marlow 20, Princess Risborough 24).</p> <p><b>Q – Is the student assistance dog still at school?</b> A – Yes. It is helping a student in Year 11 who is not accessing full time education. A difference in behaviour and responsibility has definitely been observed.</p>	<p>EH</p> <p>KJ</p>

Item	Discussions and Decisions Made	Actions
	<p><b>Q – Are there any negative implications to having the dog in school?</b> A – There are some logistical issues as a few students and one staff member have minor fears/phobias/allergies to dogs. However, major problems are avoidable.</p> <p><b>Q – Why are there more student numbers on roll than PAN?</b> A – Numbers are slightly dynamic, given appeals, movement etc, so school will go up to 220 to allow for a drop down to 210 over a five year period.</p> <p><b>Q – HGSS was first or second choice for 209 students this year as opposed to 400 previously. Why is this?</b> A – Those figures come from the LA and we are not convinced of their accuracy. The School is full up to 220 students.</p> <p>EH:</p> <ul style="list-style-type: none"> <li>• Three open mornings were held this week. They were very popular so a fourth was required. Feedback has been positive.</li> <li>• Sixth Form numbers are going in the right direction, with 74 in Year 12 this year.</li> </ul> <p><b>Q – What is attracting more students to Sixth Form? Are there more external students?</b> A – They are attracted by the breadth of subjects available, master classes, word of mouth in the area (leading to more external students), Q&amp;A opportunities to speak to students and staff. There is a rise in both internal and external students, and it is hoped numbers will increase further. It is hoped to broaden the range of vocational subjects available. One of the biggest factors is that if students are having a good experience leading up to Year 11, they are more likely to stay.</p> <p>EH:</p> <ul style="list-style-type: none"> <li>• Staff appraisals have now been completed. The next stage is EH moderation, then the outcome will come to the next Finance meeting.</li> <li>• Confirmation of the teachers pay agreement is expected on 14 October. The budget has been changed to include a 5% increase, as is expected. This represents an additional £88k on school expenditure, which is currently unfunded.</li> </ul> <p><b>Q – Who conducts the staff exit interviews?</b> A – EH, LJ or Liz Plascott if preferred by the departing staff member.</p> <p>There were no further questions. RG and KS left the meeting after this item, at 20.35.</p>	

<b>Item</b>	<b>Discussions and Decisions Made</b>	<b>Actions</b>
<b>7.2</b>	<p><b>School Improvement Planning</b></p> <p>The updated SIP document had been circulated.</p> <p>EH highlighted:</p> <ul style="list-style-type: none"> <li>• P8 measures will disappear in 2025-26 because these children did not sit SATs.</li> <li>• KS5 value added data is not available as this group did not sit GCSEs.</li> <li>• Targets have been set at - P8: +0.7, Attainment 8: 51</li> </ul>	
<b>8</b>	<b>COMMITTEE REPORTS</b>	
<b>8.1</b>	<p><b>FPH&amp;S Committee</b></p> <p>The Minutes of the meeting held on 28<sup>th</sup> September had been circulated. There were no questions.</p>	
<b>8.2</b>	<p><b>HR Panels, Complaints Panels, Student Discipline Committees</b></p> <p>One panel meeting had been held to discuss a suspension appeal. No other panels or committees.</p>	
<b>9</b>	<b>GOVERNOR REPORTS</b>	
<b>9.1</b>	<p><b>Chair</b></p> <ul style="list-style-type: none"> <li>• A meeting was held with the First School regarding boundaries.</li> </ul>	
<b>9.2</b>	<p><b>Development</b></p> <ul style="list-style-type: none"> <li>• EH had circulated some information about MAT governance with a view to forming or joining a MAT. This has significant implications for governance as much of the control would be relinquished to the MAT board, depending on the scheme of delegation.</li> <li>• The current political situation casts some doubt over the white paper, but the MAT investigations/planning will continue for the time being.</li> </ul>	
<b>9.3</b>	<p><b>SEND</b></p> <ul style="list-style-type: none"> <li>• PD was not present but had circulated a report. There were no questions.</li> <li>• The Annual SEND Report was approved website publication.</li> </ul>	
<b>9.4</b>	<p><b>Governor Visits</b></p> <ul style="list-style-type: none"> <li>• Governors are welcome to visit School on days other than official Governor Days. However, please book in first.</li> </ul>	
<b>10</b>	<b>ANNUAL REVIEWS</b>	
<b>10.1</b>	<p><b>Standing Orders</b></p> <p>These had been circulated and were approved by Governors.</p>	



Item	Discussions and Decisions Made	Actions
10.2	<b>Code of Conduct for Governors</b> Governors agreed to the Code of Conduct as circulated.	
10.3	<b>Terms of Reference</b> Quorum for FGB was questioned. <b>JLK to check this and update.</b> Terms of Reference were otherwise agreed.	JLK
10.4	<b>Membership of Committees/Working Groups/Governor Roles</b> <ul style="list-style-type: none"> <li>AT volunteered to join the MAT Working Party, which now consists of: TG, EH, BR, LJ and AT.</li> <li>EH has met with a number of different MATs and other schools for initial discussions about joining/forming a MAT. The purpose of this is to gather information with which to decide whether to join or form a MAT, or to do nothing.</li> </ul> <p><b>Q – Are there risks associated with going down the line with a MAT partner, if we then decide against it?</b> A – It is harder to get out of a MAT once joined. <b>EH to arrange a date for the MAT Working Group meeting.</b></p>	EH
10.5	<b>Annual Review of business, pecuniary and personal interests</b> Governors who have not yet done so, to send completed pecuniary interest forms to LJ.	Govs
10.6	<b>Governor Biographies</b> Governors who have not yet done so, to send biographies or changes to biographies to JLK.	Govs
<b>11</b>	<b>OTHER MATTERS</b>	
11.1	<b>Admission Arrangements</b> No changes made.	
<b>12</b>	<b>Safeguarding</b>	
12.1	<b>Revised KCSIE</b> Governors who have not yet done so, to email JLK to confirm that they have read KCSIE.	Govs
12.2	<b>Annual Safeguarding Report</b> <ul style="list-style-type: none"> <li>The annual safeguarding return has been submitted.</li> </ul>	
12.3	<b>Report from Safeguarding Governor</b> SP met with the DSL last week and is preparing a report. Key notes: <ul style="list-style-type: none"> <li>Pastoral team is full.</li> <li>Transition arrangements are changing because the data coming was not consistently being reviewed.</li> <li>CPOMS is reviewed weekly.</li> </ul>	

Item	Discussions and Decisions Made	Actions
13	<p><b>Premises Update</b></p> <p>LJ reported:</p> <ul style="list-style-type: none"> <li>• The coffee lounge is now working and being enjoyed by those who are given the privilege of using it.</li> <li>• Staffing problems on the catering team have delayed food provision in the coffee lounge until after half term.</li> <li>• Snagging continues on the new build.</li> <li>• Heating and water works in the dining room are nearing completion.</li> <li>• A low wall in the courtyard needs railings to make safe. It is hoped Bucks Council will fund this.</li> <li>• The roofing project on the Art/MFL block is nearing completion.</li> <li>• Plans for the Reception refurbishment are progressing. It is hoped these will be within permitted development.</li> </ul>	
14	<b>Policy Reviews and Approvals</b>	
14.1	<p><b>Admissions Policy 2024-25</b></p> <ul style="list-style-type: none"> <li>• The policy had been circulated.</li> <li>• There were no major changes to the policy, so this does not need to go for consultation.</li> <li>• A couple of typos were pointed out on pages 4 and 5. LJ to update these.</li> <li>• The policy was approved subject to these changes.</li> </ul>	LJ
14.2	<p><b>Safeguarding Policy</b></p> <ul style="list-style-type: none"> <li>• The policy had been circulated.</li> <li>• AT to supply a list of typos to LJ.</li> <li>• The policy was approved subject to these changes.</li> </ul>	LJ
14.3	<p><b>Staff Alcohol and Drugs Policy</b></p> <ul style="list-style-type: none"> <li>• The policy had been circulated.</li> <li>• A couple of typos were pointed out. LJ to amend.</li> <li>• The policy was approved subject to these changes.</li> </ul>	LJ
15	<p><b>Next Meeting</b></p> <p>Weds 14 December 2022, 7pm</p>	
16	<p><b>Any Other Business</b></p> <p>None</p>	
17	<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.</li> </ul>	

The meeting closed at 9.04pm

**Minutes approved by the Governing Board:**

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

Date .....