

**Biddenham International School & Sports College: Minutes of a meeting of the Full Governing Board (FGB)
held on Wednesday 14th September 2022 at 7.00pm**

Governor	Position	Attendance 2022/2023	Present
Mr David Bailey	Head Teacher (Ex-Officio)	1/1	Mr David Bailey (DB)
Mrs Carole Bell	Co-opted Governor (Chair of Governors)	1/1	Mrs Carole Bell (CB)
Mr Abdul Shakoor	Staff Governor	1/1	Mr Abdul Shakoor (AS)
Ms Anne Day	LA Governor	1/1	Ms Anne Day (AD)
Ms Sarah Crafter	Co-opted Governor	1/1	Ms Sarah Crafter (SC)
Mr Saqib Hussain	Co-opted Governor	1/1	Mr Saqib Hussain (SH)
Ms Nezma Begum	Co-opted Governor	1/1	Ms Nezma Begum (NB)
Caron Vacciana	Co-opted Governor	0/1	
Jennifer Brown	Co-opted Governor	1/1	Jennifer Brown (JB)
Carlene Nisbett	Parent Governor	0/1	
Mrs Catherine Walters	Parent Governor	1/1	Mrs Catherine Walters (CJW)
Ms Georgina Ainscough	Partnership Governor	0/1	
Ms Nikhita Saggu	Partnership Governor	1/1	Ms Nikhita Saggu (NS)

Apologies: Caron Vacciana, Georgina Ainscough, Heather Harris
Not in attendance: Carlene Nisbett
Also in attendance: Eleanor Grylls (EG) – Head of School Hanifa Begum and Elisha Kaur – Head Prefects
Minutes: Sue Newman (SN) - Clerk to Governors

Item No.	Item	Action
1.0	Welcome and apologies JB was welcomed to her first meeting and all present introduced themselves. Apologies were accepted from Caron Vacciana, Georgina Ainscough and Heather Harris. Carlene Nisbett was not in attendance.	
2.0	Confirmation of Chair – CB was appointed as Chair for a further year. Appointment of Vice Chair - CB had contacted all Governors to canvas interest in the Vice Chair position and it was agreed that NB would take on the role for this academic year. It was also agreed that NB would be involved in DB's annual performance appraisal process.	
3.0	Declaration of Pecuniary and Other Interests: Annual declarations – All present completed their annual declarations of interest. Remaining Governors should be asked to complete these and return to the Clerk as soon as possible. For this meeting – There were no interests to declare for this meeting.	SN
4.0	Governing Board Governance: Code of Conduct 2022/23 – A draft Code of Conduct had been circulated, based on a model provided by the NGA. Governors discussed the content of this, and the strategic role of the Governor. All present agreed to adopt the draft for 2022/23 as circulated. Governors were reminded of the benefit of Governor Visits. Terms of reference for FGB, Pay Committee and Discipline (Exclusions) Committee – Draft terms of reference had been circulated for the FGB, Pay Committee and Discipline (Exclusion) Committee. It was recognised that the FGB could call additional extra-ordinary meetings if they needed to consider significant strategic issues. The school had recently been audited by the Borough Council and been issued with a “substantial reassurance”. Despite this, there would be considerable pressure on the school budget this year so finance would need to remain an area of governor focus. The governor role was recognised to include responsibility for ensuring that pupil outcomes remained as positive as possible. This was not just focused on results but included wider issues such as general wellbeing, participation, attendance and safeguarding. The FGB unanimously approved the terms of reference as circulated. It was acknowledged that the Pay Committee only met once per academic year unless they were required to reconvene to consider an appeal. As such, it was suggested the terms of reference for next year be reviewed at the next meeting and brought back to the FGB for early approval.	SN

Signed as a true and accurate record

Chair:..... Date:.....

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	<p>Membership of Committees (inc Pay) – To balance the Committees, it was agreed that CJW would move from the B&W Committee to the Curriculum Committee. It was also agreed that the members of the Pay Committee for 2022/23 would be SH, NS and JB.</p> <p>Governor Responsibilities & Visits – EG agreed to review the link governor responsibilities and prepare a proposal to be considered at the first B&W and Curriculum Committee meetings of the year. The Chair stressed how valuable it was for Governors to come into school to meet their linked member of staff.</p> <p>Keeping Children Safe in Education – The revised guidance had been circulated before the meeting, along with a summary from The Key of the main changes for this year. All Governors were asked to redo the on-line safeguarding training by the end of the current term. JB had also booked onto the Safeguarding training provided by the LA. Safeguarding would be a focus of the November FGB meeting, including some governor training on the key changes this year.</p> <p>Governors’ Annual Report – CB agreed to draft for consideration at the November FGB meeting.</p> <p>Principal’s Performance Appraisal – CB and NB would undertake this task. A date would be agreed for the process to be carried out in November.</p> <p>Safeguarding training – Discussed earlier in meeting. It was agreed that the Clerk would recirculate the on-line link.</p>	<p>EG</p> <p>All</p> <p>CB</p> <p>SN</p>
5.0	<p>Minutes of the last Full Governing Board meeting held on 22nd June 2022 and matters arising</p> <p>The FGB reviewed the main points of discussion covered in the meeting. As the small group discussions had proved beneficial, it was suggested that this be repeated at a future meeting, focused on another topic. <i>Governors discussed the allegation of racist language used by an ex-member of staff and asked for an update on the racial literacy training that was being cascaded through the school.</i> It was confirmed this had started the summer before last with an initial group of 30 staff. Since then, a further 60 staff had received the training but there was a need to further roll out the programme this year (although it was important that this was voluntary). <i>In response to a Governor query, it was confirmed that staff had found the training helpful, and it had helped them to “re-evaluate what they thought they knew about themselves”.</i> <i>Governors felt it would be useful to get feedback from staff on the usefulness of the training and whether it had met their needs.</i> <i>A Governor who had been absent from the last meeting had reviewed the minutes and was pleased to see the incident had been fully discussed by Governors.</i> <i>However, they questioned whether an incident of this nature could have been avoided by appropriate training, especially as the member of staff involved had taught RE. It was accepted that the member of staff had now left the school, but the Governor felt that the incident was so serious that it should have been dealt with through a formal disciplinary process, as this would have made it clearer to other staff (and the wider community) that this type of behaviour was not acceptable. Although they accepted the incident had now been dealt with, they wished to stress that if there was ever another similar incident, they felt it should be pursued through a disciplinary process.</i> DB stressed that the fact the member of staff had already decided to leave the school had no bearing on the way the incident had been dealt with. The Chair added that she had been made aware of the incident on the day it had happened and had been quite shocked by it’s nature, especially given the member of staff involved. However, she felt that the incident had been dealt with appropriately and had made a commitment to the parent involved that the incident would be discussed in detail by the FGB. Staff had also set up a “becoming an anti-racist school” working party which was considering the 7 pillars of an anti-racist organisation (included issues spanning the student and parent focus, training and school policy). Each of the pillars was being considered by a separate group of staff who would then combine their work into an overarching action plan. The next working group meeting – to review progress and recommendations - was planned for just before half term. <i>In response to a Governor query, it was confirmed there was not a student representative on this working group yet as it was all still at an early stage.</i> However, one of the pillars would be looking at racial literacy training for students, and students would be involved in the development of this. <i>Governors noted that the incident discussed at the last FGB meeting had involved the use of Islamophobic language and stressed it was important to distinguish between religious and racist incidents, and to ensure that these were both covered in the training</i> (including how to identify and respect different faiths and religions). EG confirmed this was addressed through the school curriculum, but the working group would also be reviewing the training provided to ensure it was fit for purpose. <i>In response to a Governor query, it was confirmed that the staff training was provided by an external provider, so it was as objective as possible. Governors were more than welcome to take part. Governors also queried whether the training incorporated intersectionality as a concept, and it was confirmed that the training was initially focused on getting people to think about their current perceptions. The school could then build on this and decide whether further work / training was required.</i></p>	

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	<p>The Head Prefects confirmed there had been no recent discussion on the situation with the changing rooms but would raise this at a future meeting of the Student Forum to ensure earlier concerns had been addressed. If there were any residual concerns these would be brought back to the FGB. There was no specific update on the cleaning contract, but Governors were advised that HH had negotiated with the current provider that the additional new Site Agent would be more involved in the provision. A further update would be provided to the B&W Committee. The annual Audit had gone ahead during the summer and had proved easier to manage than in previous years. It was not yet clear what would be happening with the Education Bill which was currently going through Parliament so a discussion on Academy Trusts would be postponed for the time being. It was noted that the Bill would fail if it was not completed during the legislative year. DB, CB and EG were due to attend a meeting with the LA and Regional Schools Commissioner to discuss these issues in the near future. As the only remaining 11 – 19 maintained school in Bedford, the situation going forward was quite unclear. This was further complicated by the school’s foundation status, which meant it owned it’s own land etc.. <i>In response to a Governor query, it was confirmed that Bedford Council had given no indication that they would consider establishing their own Multi Academy Trust (although some other LAs were considering this possibility).</i> The annual policy schedule had been circulated to Governors for information. As LM had been absent for the end of last term, she had committed to updating this as soon as possible</p>	
6.0	<p>Report from Head Prefects</p> <p>The Head Prefects had provided DB with a written report which would be circulated after the meeting. They outlined a number of ideas they had for encouraging greater interaction between the 6th Form and the younger years. The 6th Form Prefect Team were also planning a social gathering to encourage other students to come along and share their ideas or concerns. It was hoped this would take some pressure off the teachers. The 6th Form mentoring scheme would be continuing. Last year, students had started a scheme to collect and distribute sanitary products through the school toilets and this had been expanded to a delivery service, where students could order specific products online. This was currently being run by a small number of Year 13 students and there was a need to involve younger students to continue the scheme beyond this year. The newly introduced Student Safeguarding Leads were currently undergoing training and a representative would be identified as a point of contact for each year group. It was hoped that some students would find it easier to discuss concerns with their peers, but the SLT and Senior Prefect Team would liaise closely to manage any concerns. The Student Forum would be continuing and would be focusing on recruiting new members from across the year groups. The Head Prefects attended these meetings and would liaise with the SLT on any issues raised. There was also a Junior Student Forum, to provide the Year 7 and 8 students with a voice, and to feed their issues into the Student Forum. There was also a desire to create an unofficial “buddy” system to provide support to any 6th Form students who were struggling in a specific subject. The plan was to advertise this through Assemblies with support accessed through a self-referral system. This would be specifically to support 6th Form students in recognition of their high workload. <i>In response to a Governor query, it was confirmed this was not intended to be a confidential service so if any concerning issues were raised, they would be passed to staff appropriately. The project was just an idea at present so the finer details would need further development.</i> EG added that the “buddies” would be able to access the training being provided to the Student Safeguarding Leads if this would be helpful. The Head Prefects also provided an update on the Ready to Lead Scheme (which was open to Year 12 students) and their hope that students who had participated last year would encourage the new Year 12 students to take part. Overall, the Senior Prefect Team were keen to encourage all students to become involved in some form of extra-curricular activities as this encouraged personal development and helped with CV building. The Chair expressed her delight at hearing of all the activities that were being planned to help 6th Form students to work with – and support - the rest of the school but stressed the need for the workload to be shared so that it did not impact negatively on those students involved (especially as there were only 8 students on the Senior Prefect Team). <i>In response to a Governor query, it was confirmed that all 8 Senior Prefects were female. Three boys had applied but had not been successful in being appointed through the competitive process. It was hoped that some younger boys could be mentored this year to support them in getting involved in future years. The Senior Prefect Team were planning to identify a named individual to be the contact for each year group and they would be attending relevant Assemblies to introduce themselves. They would also planning to provide support to Heads of Year with initiatives such as the harvest foodbanks, Christmas in a Box and at open evenings etc.. Governors were particularly interested to hear how the Student Safeguarding Leads project progressed. In response to a Governor query, it was confirmed that the Student Forum representatives were also currently all female, but they were actively recruiting new members and some 6th Form boys had agreed to get involved.</i> There would also be a push to encourage more younger boys to also get involved. A scheme had been started last year to encourage students to bring in their revision guides / notes on results day, so that they could be provided to younger students who might benefit. This had now been successfully done twice, with Subject Heads distributing the resources appropriately. It would be great if this could be continued year on year. Governors were very impressed by how many ideas the Head Prefects had and how eloquently they had spoken during the meeting.</p>	

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	<p>However, they stressed the need to keep sight of how much extra work this generated as this was a really important year for them. DB reassured Governors that there was lots of support in place for these students. Governors were also really impressed by the sanitary support project and queried whether all students were aware how to access this. It was confirmed they should be – although some work was to be done to further promote this project. The products were free to take home as well. Governors also queried whether there was a sense in school that students were worried about going into this winter in poverty and how the school might support them. The Head Prefects felt it was currently a little early to say but agreed to review this going forward. The Senior Prefect Team were already looking at which charities they might be able to support this year, such as the Christmas in a Box and Harvest Boxes. The Head Prefects concluded their report but offered that Governors should get in contact if they had any further questions. CB suggested it would be useful to receive a report on what was discussed by the Student Forum, to get a broad sense of pertinent issues within school. The Head Prefects left the meeting.</p>	
7.0	<p>Budget update and financial approvals Cleaning Contract Update – An update would be provided to the next B&W Committee meeting. Audit Update – The Audit Report had been circulated for information and would be discussed in more detail at the next B&W Committee meeting. It was acknowledged that HH and BB had completed a considerable amount of work over the Summer in relation to this. However, it was noted that the report was extremely positive – with only three low risk recommendations - and congratulations were offered to HH and BB.</p>	
8.0	<p>Principal’s Report A written report had been circulated in advance of the meeting. It was acknowledged that one of the most pressing challenges for organisations was going to be rising energy costs. The school’s energy bill was a six figure sum each year, so the increases could be significant. However, this would be a national issue and the Government had recently announced that some help would be made available to schools. Overall, the main concern in school was the impact the cost of living crisis would have on the students and their families. This would particularly impact on lower social economic groups and staff would be keeping a close eye on this, providing support as required over the winter. The proposed tax cuts were unlikely to be of much help as many of those affected were not tax-payers. The 6th Form were already looking at ways to support these families eg through the harvest festival boxes. The proposed staff pay increases (which averaged 5%) would also have to be met from the existing budget, which would be challenging. HH had allowed for a 3% uplift in the budget, but the additional percentage increase would have to be found. The situation would be helped by the school’s rising role. If staff could maintain economies of scale, BISSC would remain in a more favourable position than schools with a stable or falling role. Years 7,8, 9 and 10 were all currently full, with waiting lists. This meant that a new child moving into catchment would not get an automatic place and would have to go through the appeals process to enable differentiation. There had been 184 in-year admission applications during the last academic year, with a further 57 received since the beginning of September. Staff were currently working through a number of appeals. <i>In response to a Governor query, it was confirmed that about half of the appeals received were for children living in catchment.</i> Governors noted it was unfortunate for those children not securing a place, but very positive for the school as it indicated that families wanted their children to come to BISSC. In addition, being full meant that the school could not be forced to take a troubled student, which could impact on behaviour, atmosphere and results. Governors discussed the historic reputation of the school. Several Governors who lived within catchment noted that the local opinion of the school seemed to be improving, with parents beginning to recognise what a good school it is now, with strong values. DB felt this was at least in part due to the good communication with parents and students, and this would continue to be a focus. The smaller class sizes at BISSC were also recognised to be a positive selling point. Governors discussed the importance of celebrating school successes and discussed how these could be shared with the local community (and wider). Attendance was noted to be positive at present (although with a slight dip in Year 10) even allowing for the inclusion of Covid absences. The number of permanent exclusions had also been reduced and CW was doing a number of things to reduce suspensions too. The building work had started and was moving on at a pace. The extension to the bistro and new 6 classroom block should be completed by May. The new Science Labs – which were looking great - were due to be handed over next Tuesday. The school Open Evening was scheduled for Monday 3rd October and all Governor were invited to attend.</p>	
9.0	<p>Chair’s report The Chair had been into school a number of times during last term. This included a meeting with CW to discuss Safeguarding, a meeting with EG to discuss the professional tutor role, Exams and Year 10 assessments, and regular fortnightly meetings with DB. She had also met with Abi Speight to discuss wellbeing (for staff and students), relationships with other agencies, the sanctuary, her work on mental health and the Student Forum. CB suggested she would circulate a written note to capture the flavour of these discussions. It was agreed that Abi Speight should be invited to the next meeting of the B&W Committee, and possibly attend every other meeting after that to cover her issues. CAMHs were not currently accepting any referrals from the school which meant the in-</p>	SN

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	<p>school support was having to cover even the most serious cases. This was recognised to be a national problem and Governors noted that the CAMHs threshold was currently so high it was almost impossible to meet.</p>	
<p>10.0</p>	<p>Analysis of summer results</p> <p>Governors had received a written report on the data and “reasons to be cheerful” in advance of the meeting but some of the headline data and destinations had since been updated. The final report would be circulated after the meeting. It was recognised that, overall, it had been a very positive year for the school. EG provided a brief explanation of how VA worked and reminded Governors that 2019 was the last time that formal exams had taken place. Ofqual had previously indicated that this year’s results would be better than 2019 but not as high as 2021.</p> <p>KS5 - The results at BISSC this year had been significantly higher than those in 2019. There had been issues with receiving some of the results, such as for Health & Social Care, which had not been finalised until the end of August (2 weeks after results day). It was noted that the relevant Exam Board had offered no apology for this, even though the impact on students had been significant, with some being in danger of losing their university places. <i>In response to a Governor query, it was confirmed that most students had ultimately reached their chosen destinations.</i> The number of U grades at A Level & equivalent had been reduced to 3, all of which had been expected. No students had received all U grades. Governors reviewed the data presented, including the positive VA at A Level, the post 16 overall comparison between 2019 and 2022 data, attendance and achievements of disadvantaged students. They noted that progress was positive in all these areas. However, although progress for disadvantaged students was good, it was not quite as good as overall (so the gap had widened slightly with the reintroduction of exams). In the 2019 results low attendance had clearly impacted but this had reduced slightly in 2022, which was possibly down to the chromebooks and introduction of remote learning. It was recognised that this cohort had started lockdown before their Year 11 exams so had never done formal exams before and had lost lots of teaching time throughout the pandemic. <i>In response to a Governor query, it was confirmed that the number of disadvantaged students not turning up for their exams had been low.</i> Nationally the gender gap had remained, with girls getting more A* than boys. At BISSC there was a small progress gap for A Levels, but this year boys had received a higher number of A*s. There had also been a smaller gap for Applied Generals. In response to a Governor query, it was confirmed that boys had performed better than girls in Maths and Physics. This year there were 3 A Level Maths groups and more girls taking Sciences. It was noted that in the 2019 – 2022 comparison, disadvantaged students had done less well than non-disadvantaged in A Level and Applied Generals (although progress was still good for the Applied Generals). Bursary students (12) had done well compared to non-Bursary – with almost half a grade difference. This demonstrated the benefit of the bursaries. Results for EAL and non EAL students were relatively close, although in previous years EAL students had made better progress. EG reminded Governors that the progress VA data came with a health warning as it was not possible to use the prior attainment for these students as they had teacher assessed grades. Because of this, the Government had decided not to publish VA this year, as they could not guarantee the teacher assessed grades had been applied consistently. Governors noted that the vast majority of subjects had positive progress or were within confidence levels. Psychology and Business Studies had achieved fantastic results this year (both high progress and short confidence levels). It was noted that some subject – such as the EPQ – had fallen below the line as students had focused on their core subjects. Staff would keep an eye on this going forward but felt that the study skills developed through the EPQ would still have been beneficial. <i>In response to a Governor query, it was confirmed that the grade boundaries for the EPQ had not been lowered nationally and were only one mark off previous years.</i> It was accepted that the EPQ results may have been affected by the interrupted learning. Governors also accepted that it had been difficult to maintain student motivation through periods of interrupted / remote learning. This was supposed to have been taken into account by the Exam Boards but there was no particular evidence of this. Governors reviewed the table of targets versus results. Chemistry had not achieved the desired progress but had reached the expected pass rate. Art hadn’t quite managed the target pass rate, but the cohort was only 4 students, so an individual student had considerable impact. Graphics had been on target and had exceeded at the top end but missed the middle. Law and Sociology had both made positive progress, but each had one student who had received a U grade, which had impacted considerably. All B-tech subjects had performed well against target, and well at the top end. It was acknowledged that Heads of Subjects were looking to continually develop their Departments and the summary of results pinpointed quite clearly where there were patterns emerging and where the focus needed to be. The presentation provided a summary of a number of positive student results and destinations. It was noted that quite a few students had opted to take a gap year. Three of the cohort had experienced significant mental health issues and it was positive that two had decided to go to University and the third had done well but was taking some time to consider their next steps (and may now have been offered an apprenticeship). <i>In response to a Governor query, it was confirmed that some students had gone through clearing and may have changed the focus of their degree, but most students had achieved a desired destination. A few students had opted to take a gap year and reapply, and another was considering their options due to funding issues.</i></p>	<p>EG</p>

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KS4 –EG provided a brief explanation of Attainment 8, Progress 8 and the baskets approach. It was noted that only 176 students were included in the progress scores as the school did not have prior attainment data for the rest. A summary of the results had been circulated, comparing the results from 2019, 2020 and 2021 with 2022. It was noted that all were higher in 2022. The SLT were proud that staff obviously hadn't artificially inflated the CAGs and TAGs. *In response to a Governor query, it was confirmed that Ofsted had been told not to take account of the CAGs and TAGs, but it was likely they would consider the data if it was presented by the school.* The Chair stressed that it was highly unusual for a school to have achieved better results this year than through the CAGs and TAGs (with a very similar cohort) and congratulated the staff on this. The number of students achieving 5 9-4s had reached 57% this year, which showed incredible progress. *In response to a Governor query, it was confirmed that the cohort had increased in size over the years and had a slightly different make-up. It was also confirmed that half of this cohort had been the first students to start at BISSC in Year 7 (with the rest coming across from Westfield). The students who had come in at Year 9 had achieved slightly better progress than those joining in Year 7 and 8 (although all had been positive).* It was difficult to identify why this had been the case. As English and Maths were both doubled up for Progress 8, it was crucial that these subjects performed well. Also, as the whole cohort studied Maths, English and RE, their impact was significant. In considering what had helped drive the improvement, Governors discussed the structures in school, and the more forensic approach to reviewing data and identifying students that needed support. Credit was given to staff for their work on this. However, it was also recognised that there were all sorts of nuances that might impact on cohorts and their approach to learning. EG advised Governors that the Progress 8 data had not yet been published so the data presented had been taken from SISRA. However, the SISRA data was always very accurate year on year, so could confidently be relied upon. EG also advised Governors that when the outliers were removed, the Progress 8 increased to 0.4. Governors discussed the benefits of the chromebooks, which had made a considerable impact during lockdown. Full credit should be given to the teachers who had worked hard to get good quality online learning up and running as quickly as possible. Governors reviewed the targets versus results data and recognised that all Basics were at the top end of targets, which was quite impressive. The target had been for disadvantaged students to perform better than national for that group, and this had been quite close to expected. Unfortunately, the gap had widened to more than in 2019, but the same as the expected National figure of 0.6. It was recognised that many students with EHCPs were on a reduced curriculum, which could make it challenging to "fill the buckets". Nationally, students with EHCPs tended to achieve over a grade below the general school population. This year this had been -0.8 nationally and -0.2 at BISSC (a cohort of 8). The target for "k" students was to improve or exceed the national for this group. Students had achieved +0.15 which was very good. HAPs had achieved over half a grade higher than national, which was fantastic. Lower and Middle attainers had also made positive progress. EAL students had achieved three quarters of a grade better than national. Low attendance continued to have a considerable impact, with students with less than 85% attendance achieving half a grade less. White British had improved but was still down at -0.32, impacted by disadvantage and low attendance. This would continue to be a focus. It had also been noted that students coming into Year 10 needed to be a focus – there were 21 students in the current Year 11 that had joined the school in Year 10. As the current Year 10 was full, this should not be an ongoing concern. Staff were investigating why Art & Textiles had been moderated down where-as Graphics – which always attained well but had good progress this year too - had not been. It was positive to see that Food Tech and Design Technology had both improved this year. Science would continue to be an ongoing focus (although some students had switched from single Science to Combined which had impacted). There was a need for further work to push students up into the higher grades. Geography would also be a focus this year. Governors were provided with a list of the considerable number of students (48) who had made over a whole grade of progress, along with a number of positive case studies. Governors were also provided with a summary of destinations, and it was noted that 46% had joined the BISSC 6th Form, which was somewhat down on previous years. A number had gone to Bedford 6th Form, but it was anticipated that some of these might return. At present 2% had been offered apprenticeships (in addition to some Bedford College students who would also have apprenticeships within their courses). There were currently only 2% of the cohort whose destinations were unknown, and this was being regularly updated. Governors discussed what might sit behind the improved results and agreed this would likely include the quality of remote learning, the chromebooks, quality teaching and robust training. There would be a piece of work around the teacher standards and a move towards Aspire higher rather than Expect better. Governors were provided with a list of the current priorities and a distilled version of the new SDP.

National reference testing in Year 11 would be completed around March (in Maths and English) and would impact on the distribution curve used by Exam Boards. The results for 2022 were broadly the same as for 2019, which suggested that nationally teachers had done a good job of mitigating the effects of Covid 19. However, there would need to be a focus on supporting younger students who had not had the same opportunity to develop their

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	<p>reading, writing and Maths skills (although reading had gone up in this year's Year 6 SATs). Staff training and wellbeing would also be a focus.</p> <p>The Chair offered her thanks and congratulations to staff across the board for this year's excellent results. <i>In response to a Governor query, it was confirmed that the results were celebrated with students and staff on the first day back in school and at the 6th form awards evening (where students returned to school at Christmas time to celebrate their achievements).</i> In addition, a large number of the staff had come into school on results day to celebrate with the students. It was always a bitter-sweet moment for staff as they were delighted with all the achievements but missed the students who had left the school.</p>	
11.0	<p>Review of School Development Plan, School Priorities and Governor targets The last slide of EG's presentation for item 10 showed a distilled version of the SDP for information. HH would be producing a costed version in due course, and this would be reviewed by the B&W Committee before being brought back to a future FGB meeting.</p>	HH
12.0	<p>Report from: Curriculum Committee (28th June 2022) – The minutes had been circulated for information and no queries were raised.</p>	
13.0	<p>Policies and other documents for approval: Annual Policy Schedule – had been circulated for information.</p>	
14.0	<p>Any Other Business: Meeting schedule for 2022/23 – had been circulated.</p>	
15.0	<p>Next Meeting The next meeting was scheduled for 23rd November 2022.</p>	

ACTION POINTS		
Item No.	Item	Action
1	Clerk to chase outstanding declarations of interest.	SN
2	Pay Committee terms of reference for 2023/23 to be reviewed at next Committee meeting.	SN
3	EG to review the link governor responsibilities and prepare a proposal to be considered at the first B&W and Curriculum Committee meetings of the year.	EG
4	All Governors were asked to redo the on-line safeguarding training by the end of the current term. Clerk to recirculate link.	All / SN
5	CB to draft Annual Governor Report for consideration at the November FGB meeting.	CB
6	Abi Speight to be invited to next B&W Committee meeting.	SN
7	Updated presentation on results to be circulated after the meeting.	EG
8	Costed SDP to be considered by B&W Committee before review by FGB.	HH