

**Biddenham International School & Sports College: Minutes of a meeting of the Full Governing Board
held on Wednesday 22nd June 2022 at 7.00pm**

Governor	Position	Attendance 2021/2022	Present
Mr David Bailey	Head Teacher (Ex-Officio)	4/4	Mr David Bailey (DB)
Mrs Carole Bell	Co-opted Governor (Chair of Governors)	4/4	Mrs Carole Bell (CB)
Mr Abdul Shakoor	Staff Governor	2/3	Mr Abdul Shakoor (AS)
Ms Anne Day	LA Governor	2/4	
Ms Sarah Crafter	Co-opted Governor	3/4	Ms Sarah Crafter (SC)
Mr Saqib Hussain	Co-opted Governor	1/4	
Ms Nezma Begum	Co-opted Governor	4/4	Ms Nezma Begum (NB)
Mrs Catherine Walters	Parent Governor	4/4	Mrs Catherine Walters (CJW)
Ms Georgina Ainscough	Partnership Governor	3/3	Ms Georgina Ainscough (GA)
Ms Nikhita Saggu	Partnership Governor	3/3	Ms Nikhita Saggu (NS)
Caron Vacciana	Co-opted Governor	1/1	Caron Vacciana (CV_)
Carlene Nisbett	Parent Governor	1/1	Carlene Nisbett (CN)

Apologies: Anne Day, Saqib Hussain
Not in attendance:
Also in attendance: Eleanor Grylls (EG) – Head of School Heather Harris (HH) - School Business Manager
Minutes: Sue Newman (SN) - Clerk to Governors

Item No.	Item	Action
1.0	Welcome and apologies CN and CV were welcomed to their first meeting. All present introduced themselves.	
2.0	Declaration of Pecuniary and Other Interests None	
3.0	Minutes of the last Full Governing Board meeting held on 16th March 2022 and matters arising The minutes of the meeting held on 16 th March 2022 were agreed as a true record and could be signed as such. The new Head Boy and Head Girl had yet to be appointed so there would be no student update at this meeting. The appointment process would commence next week. <i>In response to a Governor query, it was confirmed that the SLT had undertaken some useful consultation on whether parents, staff and the Student Forum would prefer parents' evenings to be held virtually or face to face.</i> The results were split. However overall, there was a slight preference for face – to - face meetings (which were felt to be more convenient and efficient). Any new arrangements would be put in place for the next academic year and it was thought this might involve retaining the virtual meetings but with some improvements (such as extending the virtual meetings from 5 to 7 minutes and arranging meetings with each Science teacher rather than just one combined meeting). Year group parent clinics were also being considered, where parents would be able to come in to speak to staff face to face. During Key Stage 3 there were already opportunities during the year for parents to come into school to see their child's work. <i>In response to a Governor query, it was confirmed that all parents had been canvassed and there had been a good level of response (several hundred).</i> The FGB acknowledged that at primary level, parents had much closer contact with the school and staff, but this changed dramatically at secondary school, as students tended to travel to and from school independently. This made it difficult for parents to understand the workings of the school during the year. From the staff point of view, the virtual sessions were more efficient, but it could be easier to pin down elusive students face to face. Governors noted that parents' evenings were a useful opportunity to increase parental participation in school but that not all parents felt comfortable coming in. <i>In response to a Governor query, DB confirmed that turn out had been good for both face to face and virtual parents' evenings (with marginally higher on-line).</i> The on-line system was also all logged, so it was slightly easier to identify and follow up with those that did not attend. <i>Governors queried whether it might be possible to offer both options, but this would involve offering more than one evening per year group, which would be a considerable undertaking and would be outside the directed time for staff.</i> Staff had considered a blended approach but felt this would be much more difficult for the staff to manage. AS suggested that formal parents' evenings stay online but that an opportunity be provided each year for parents to come into school to meet a staff member – perhaps a Head of Year or member of	

Signed as a true and accurate record

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

**Biddenham International School & Sports College: Minutes of a meeting of the Full Governing Board
held on Wednesday 22nd June 2022 at 7.00pm**

	<p>the SLT. DB noted that this debate had been a positive outcome of the pandemic – there had been unintended benefits! Safeguarding training – Governors were again reminded of the need to complete the on-line training provided by The Key (details of which had recently been re-circulated). NB advised Governors that she had recently completed the training and had found it very interesting and beneficial. The Student Forum had discussed the new changing rooms and it was believed there were no remaining concerns. CB asked staff to check this was the case. The new Governors had been appointed and another was due to be appointed later in this meeting, which would complete the Governing Board. Governors were reminded to make arrangements for any outstanding Governor Visits. New Governors would be allocated responsibilities next term. Julie Shepherd had chased a small number of outstanding Governor DBS checks. Following the last meeting, HH had provided details of the supplementary funding on Governorhub (£207k). There had been a national recognition that additional funding was required for the “Health & Social Care Levy <u>and wider costs</u>”. The B&W Committee had discussed CW’s report on Safeguarding and had been pleased to see evidence of the school’s robust approach. Governors revisited the previous discussion regarding students being arrested on school grounds and acknowledged that the Police had previously removed students from the site and that the Police had a right to arrest if they had been unable to locate the individual elsewhere. If this was ever necessary, staff would try and manage the timing so as to minimise disruption in school. Governors discussed the incident which had prompted this discussion (involving a Black Caribbean girl in London who had been strip search by a male Officer) and noted there had been findings issued in that case which would be useful for the school to note. Staff confirmed they would always offer to accompany a student on site but stressed that it would not always be appropriate to notify the parents (for example if the parents might alert a child that the Police were looking for them). The Attendance policy had been amended, as agreed.</p>	DB/EG
4.0	<p>Whole School Development Plan Review</p> <p>Governors were arranged into small groups to review various aspects of the Whole School Development Plan. DB explained that the Plan was designed to be a 3 year living document and was designed to be a useful tool for staff as well as reporting process for Governors. The cover sheet showed each of the six headline areas, with the detailed targets and outputs set out in the body of the document. Each group of governors were asked to look at one of the key areas, considering how this could be further developed and how the school would be able to measure success.</p> <p>Target 1.3 (Ethos and Culture - Strengthen parent and community partnerships, placing the school at the centre of the community). This group felt that the school should do more to celebrate cultural events (such as religious festivities). This was more of a focus in primary school but tended to drop off somewhat once students reached secondary school. This could also be used as an opportunity to draw in the wider school community and increase parental opportunities and access. The success could be measured by the number of parents engaged in activities. Although parental engagement had historically been quite low, this was no longer the case, and the school community was recognised to now be more vibrant. DB mentioned that the summer school had offered a great opportunity for parents to be more present in school as they had been coming in each day to drop off / pick up their children. In the past the school had successfully held tea parties for parents to attend, but this had stopped due to Covid. Staff had already been discussing how they could reinstate some of these types of activities. It would be lovely to recognised students’ identities and celebrate with things that represented them and their communities, such as different types of foods.</p> <p>Target 2.4 (Curriculum, Learning and Assessment - Numeracy: instil a love of Maths through embedding the fundamentals of Maths learning across the curriculum). This group discussed the impact a lack of mathematical confidence could have on a student’s progress and how difficult this was to overcome. It was also felt to be important to relate Maths to other subjects as it could be found across many aspects of the curriculum. This could help to make Maths less abstract and help lower achieving students understand that it was not something to be feared. DB stressed the importance of removing labels and stigma (eg the perception that girls were not as good at Maths). This was partially linked to helping students develop a “can do” attitude and the confidence to learn. <i>Governors queried whether this was linked to class, with working class children possibly taking a more literal approach.</i> It was therefore important to tailor communication to different cohorts within school. The last Ofsted report had identified a need to further develop the Maths curriculum, so this was a useful focus. Success could be measured through the provision of intervention for identified students and a review of how much progress they made. DB advised Governors that this year the Connolly Foundation had provided funding for 2 graduates – who had worked in the library – to provide additional intervention in English and Maths. As a condition of this funding, it was necessary to assess the students at the start and end of the intervention to measure their progress. This funding would continue next year.</p>	

**Biddenham International School & Sports College: Minutes of a meeting of the Full Governing Board
held on Wednesday 22nd June 2022 at 7.00pm**

	<p>Target 3.1 (KS3 - Identify and address the impact of interrupted learning on KS3 students). The group acknowledged the links between this target and 3.5 (Develop further the KS3 assessment process, improving accuracy and consistency across all subjects). They debated the need to identify the impact of interrupted learning on students in KS3 and discussed with EG what the school were already doing on this. They felt it would be beneficial for parents to have a better understanding of where their children may have gaps and what they might be able to do to provide support. Whilst some information was already provided to parents, it was felt this could be made more accessible. The progress testing carried out at the beginning of KS3 should provide a good idea of where students would benefit from additional support. In the past this report had been provided to parents, but this was no longer done as the report produced was not especially user-friendly. There was already a library of on-line resources available that parents could tap into, and it would be possible to measure how much parents engaged and whether students made more progress as a result. This could take the form of a mini assessment at the start and end of the intervention and would need to include both soft and hard data, as a student could progress but remain in the same band. EG explained that some of the on-line packages – that the school already had – provided for this. It was acknowledged that attendance and happiness at school could both also be useful measures. It was also recognised that this year and next, the Year 7 students had experienced considerable periods of on-line learning which would have involved a greater degree of parental engagement and awareness. There was considerable intervention and support already provided during the GCSE years, such as the work done with GCSE Pod. It was important to recognise that many parents were not English speakers or may not have a high level of formal education. This would make it more difficult for them to offer the type of support discussed. It was also recognised that students entered the school from different educational systems and with different need.</p> <p>Target 4.1 (Sixth Form Provision: Identify and address the impact of interrupted learning on KS5 students). This was obviously a very similar issue to target 3.1 (above) but in relation to Sixth Form students. When students reached the Sixth Form they were required to work much more independently, and it was important that the school helped students develop these skills in the earlier years. However, it was acknowledged that some of the opportunities for doing this may have been missed during periods of virtual learning. It was therefore suggested consideration be given to arranging additional study periods with staff in attendance, to provide additional support, eg developing skills to understand a problem question. Governors also noted that students faced a considerable gap between finishing their exams and starting the Sixth Form in September. This year, they may also have gaps in their learning due to focusing on the advance notice topics. It was suggested that during the first month back in September there may be benefit in identifying knowledge and gaps, before starting the Sixth Form content. There was a further need to consider the impact on subjects which were not taught at GCSE (such as Law) and to understand the more general skills and knowledge that might be lacking. This could possibly be measured with a small assessment / test to measure progress.</p>	
5.0	<p>Governing Board</p> <p>Governor appointments – DB and CB had met with a further new potential Governor, who had been put forward by Bedford Borough. CB provided a summary of her background and skills base. She had been unable to attend this meeting but had given consent to being appointed in her absence. The Full Governing Board unanimously approved the appointment of Jennifer Brown as a Co-opted Governor, to start in September 2022.</p> <p>Governor Responsibilities and Visits – The list of Governor Link responsibilities had been recirculated and Governors were reminded to make arrangements for any outstanding visits. The responsibilities would be reviewed in the Autumn.</p> <p>DBS checks – covered during item 3.</p> <p>Safeguarding Training - covered during item 3.</p>	
6.0	<p>Budget update and financial approvals</p> <p>Draft Budget - The draft budget had been reviewed at the last B&W Committee meeting and recommend to the Full Governing Board for approval. The situation was currently healthy, and the school were showing a surplus. The Full Governing Board approved the draft budget as circulated.</p> <p>School Business Manager’s Report - The latest School Business Manager’s Report had also been circulated for information. This provided an update on the situation with the school cleaning proposal and the Full Governing Board discussed the current position. It was noted that the current provider was undertaking a review of the service provided with a view to repricing the contract. It was also noted that they were not prepared for the school to provide direct management of the Supervisor as they believed this would present an HR and H&S risk. <i>In response to a Governor query, it was confirmed that one of the main points for discussion was the position of the Supervisor, who currently appeared to be paid a Supervisor’s rate for 8 hours a day despite only working in a supervisory capacity for 3 hours a day.</i> HH advised Governors that there would be an additional member of the site team from September, who would be able to do an early morning clean following any evening lettings. This</p>	

**Biddenham International School & Sports College: Minutes of a meeting of the Full Governing Board
held on Wednesday 22nd June 2022 at 7.00pm**

	<p>additional capacity would also provide greater flexibility on the split shifts (as the Site Team worked all year so were able to take annual leave during term time). Governors acknowledged that this was an on-going negotiation, and it was agreed that HH would provide additional updates as appropriate. The B&W Committee had agreed a new format for their regular personnel report, which would be trialled in the Autumn. HH advised Governors that Bedford Borough had requested the school audit be moved forward to the summer (rather than January). Although this was now conducted virtually, there was considerable work to be done to compile all the required information and this was usually required in the week before the Christmas break. The summer should therefore be considerably easier, but having agreed to the rescheduling, HH had realised that this would not allow her the time to fully update the Finance Manual before the audit. Governors requested that she raise this with the Auditors and if this was not acceptable, then it would not be possible to move the audit.</p> <p>Quotes for printing – The current contract would come to an end in August. Five quotes had been sought and following analysis it had been determined that the current provider continued to provide best value for money. The quality of printing provided by the contractor assessed to be the second best had not reached the standard expected by the Reprographics Team. The B&W Committee had discussed the quotes and agreed to recommend the award of a 5 year contract to Konika Minolta (increased from 3 year due to cost savings). <i>The Full Governing Board discussed the situation and queried how much printing the school was doing.</i> In response, it was confirmed that the increased use of google classrooms had reduced printing of some resources, but due to the skill of the Reprographics Team (and the new printing machine), the school were able to produce high quality text books, staff planners etc.. Due to the one-way system in school, staff had changed the way they accessed the printers, and this had made staff more aware of the amount of printing they were doing. In addition, many of the smaller individual printers had now been removed from offices. The Full Governing Board noted that the recommended supplier was considerably cheaper than the next best quote. <i>In response to a Governor query, it was confirmed that the company were not able to supply paper as part of the contract, as paper supplies were becoming more problematic nationally.</i> The Full Governing Board approved the award of a 5 year contract to Konika Minolta.</p> <p>The B&W Committee had also been provided with copies of all other large purchase orders, which had mostly already been approved by e-mail. All had been approved by the B&W Committee.</p> <p>HH left the meeting.</p>	<p>HH</p> <p>HH</p>
<p>7.0</p>	<p>Principal’s Report</p> <p>DB provided details of an informal complaint that had been received in relation to an incident that had occurred in school. The situation had already been resolved and as part of the apology and conclusion, there had been an agreement to share details of the incident with the Governing Board. On this condition, the complainant had submitted a note of thanks to the school for it’s response to the situation. Details of the incident had already been shared with CJW as the parent governor.</p> <p>DB explained that a complaint had been received alleging that – during a Year 7 class - a member of staff had acted in a way that mocked Islam. DB confirmed that he had spoken with the complainant almost immediately after receiving the complaint. The complaint involved a comment that a member of staff had made in response to a student requesting they be allowed to fix their headscarf at the beginning of a lesson. In response, the member of staff had responded that if the student “had a shaved head like him, they would not need a headscarf”. When DB had spoken with the parent, two previous incidents had also been raised, involving the same member of staff (one involving a comment about the Quran looking like scribbles, and one where the member of staff had suggested that the action of prayers looked like the actions to “head, shoulders, knees and toes). DB had then met with the student in question - along with two of her friends - to discuss the situation and had asked them all to write statements. He had also asked them how they would like to move forward, and they had suggested they would like to sit down with DB and the staff member in question to discuss the situation. DB had then met with the staff member the following day and had make clear that the comments had been misguided and inappropriate. The member of staff had not denied making the comment but had provided additional context to the incident, which they felt had included a degree of provocation on the student’s part. At the time of the incident, they had apologised to the student in front of the class. However, they welcomed the opportunity to discuss the incident further and to offer an additional apology. DB and the member of staff had then met with the students the following day and had a good, mature discussion with them. The member of staff had apologised again and answered the students’ questions as to why they had acted in the way they had. The member of staff had then left the meeting, leaving DB with the students to ensure they were satisfied. The students had all been happy with the resolution and content to move forward. However, when DB had telephoned the parent to update them, they were not satisfied that this was an appropriate conclusion. At this point they had suggested that the incident constituted</p>	

Biddenham International School & Sports College: Minutes of a meeting of the Full Governing Board held on Wednesday 22nd June 2022 at 7.00pm

a hate crime, that they felt formal disciplinary action was required, and they wanted the incident reported to the Full Governing Board. DB had responded to say that he did not believe the incident met the threshold for a hate crime and informed the parent that if they were not happy with the outcome then they should follow the school's formal complaints process. The following Thursday, the parent had e-mailed DB to set out their dissatisfaction and to reconfirm their belief that the incident constituted a hate crime. They felt that staff should be offered further training and expressed the view that the school was not open to receiving complaints. DB had replied to restate the school's position and to outlining the work the school was currently doing to roll out the racial literacy programme (provided by the Chiltern Training Trust). DB had also confirmed that he had made the Chair of Governors aware of the situation and offered that the parent would be welcome to come into school to discuss the incident with the RE Department. CB had then e-mailed the parent to offer a sincere apology and to suggested that the swift and robust response of the school should be seen as a reasonable resolution. Following this, DB had received a telephone call from the Police to say the incident had been reported as a hate crime but had been downgraded to a hate incident (which would be recorded rather than investigated). CB and DB had both then received an e-mail from the complainant accepting the resolution and saying they were happy to work with the school going forward. *A Governor expressed their sadness and surprise that this incident had taken place. They noted that DB had been responsible for the majority of the communication with the complainant but felt it was appropriate that CB had also offered an apology on behalf of the school. The Governor queried what additional support and training was being offered to the member of staff.* DB explained that the student in question had also asked if they could leave the classroom to pray - which was not the school's policy - and that they had been advised there was time between lessons for them to adjust their headscarf. *The Governor noted that DB had mentioned some allegedly provocative behaviour by the student and queried whether there was a suggestion this had led to the comments made.* DB confirmed there was no suggestion this was the case, and that the staff member in question was an experienced member of staff and should have known better. DB confirmed that he was not trying in any way to defend the actions of the staff member, that he had tried at all times to be transparent in dealing with this complaint and in taking the appropriate actions. *In response to a Governor query, DB confirmed that the member of staff had now left the school, but this had not been as a result of the incident in question.* DB confirmed that he believed the comments made were not an intentional slight but accepted they were grossly inappropriate. He also did not believe they were hostile or premeditated, so did not meet the threshold for being a hate crime. However, he understood why the complainant had raised concerns and had worked with the student involved to secure an apology through a restorative process. Governors recognised that BISSC was a very diverse school, and that staff must not take these issues lightly, whether this related to matters of race, religion, sexuality, or any other group within the school community. It would not be acceptable for students to treat each other in this way, and it was even more important for there to be stringent expectations of staff. DB confirmed that he had taken the complaint very seriously, responding immediately and making it his priority during the four days in question. *In response to a Governor query, it was confirmed that HR had not been involved in the process as this had not reached the stage of formal disciplinary action. Governors discussed this incident and recognised that the situation was centred on the ethos and culture of the school and was possibly the result of a lack of cultural understanding. Governors discussed ways in which this could be remedied and the need to better understand what was and wasn't acceptable behaviour.* However, it was noted that the member of staff named in the complaint had actually been a member of the RE Department and should have been aware (although it was accepted that there was a difference between teaching a subject and being involved within a religion). AS added that this incident had been very sad but that in the 8 years he had been at the school there had never been a problem such as this. There were also various measures in place to support students, such as access to prayer rooms and allowing Sixth Formers to leave early on a Friday for prayers. He believed staff generally knew right from wrong and that this was a sad but isolated incident. CB also shared her shock at hearing of this incident, which had involved an experienced teacher whom she had learnt to respect. However, although it was clear that the comments made had been unacceptable, she was reassured that the school had acted swiftly and effectively to deal with the issue. She confirmed she had written to the complainant to apologise and to accept that the behaviour had been inappropriate. She hoped that there would never be another similar incident in school. DB reiterated that he had taken an entirely transparent approach in dealing with this incident. Although it had been resolved appropriately, he was sharing the details with Governors and would take all views on board. The details had also been shared with the parent governor at an earlier stage, at the request of the complainant. DB also confirmed that he had shared the details with CB before the complainant had asked for the Governing Board to be informed. Throughout this process, nobody else had raised any concerns, and no other incidents had been identified. Governors noted that it would be beneficial to reflect on this with other staff and EG confirmed that the rolling programme of racial literacy training would continue. This had started with the SLT 18 months ago and was being offered to other staff on a rolling programme in groups of 30. The SLT had been advised that it was preferable to make participation optional rather than force staff to take part. To date, the SLT and around 60 additional staff had completed the training. The first tranche of

Biddenham International School & Sports College: Minutes of a meeting of the Full Governing Board held on Wednesday 22nd June 2022 at 7.00pm

training had been carried out virtually but the second had been face to face. Participating staff had been asked to share what they had learnt with others in their Department. Feedback suggested that staff sometimes lacked the confidence to know how to deal with things appropriately, so it was important to make the training accessible to as many staff as possible. The school had been advised to work with “the seven pillars” to becoming an anti-racist school and the working group set up to consider this had recently held their inaugural meeting. They had agreed that each of the staff involved would attach themselves to one of the pillars and would go away and consider this in depth; researching, making suggestions, considering school policies etc.. It had been decided that EG would not be involved in this process so as not to influence staff views. The number of staff involved was beginning to increase and was reasonably representative of the school community, with a good balance of teachers / other staff, male / female etc... A programme was also being delivered to train a number of staff and students to become conflict resolution facilitators and allies. *Governors queried whether this would include an element of how to report concerns* eg if a member of staff was felt to have made an inappropriate comment. In response it was confirmed that this would be picked up through the pillar considering the student experience. This project was at an early stage and progress would be reported back to a future meeting. Governors were also reminded that they had recently been invited to an upcoming racial equity networking dinner.

DB then moved on to his usual Principals report, which had been circulated before the meeting. Life in school had been pretty challenging before Easter with significant staff absences due to Covid (which the SLT had helped cover). This had further interrupted learning. However, things had then begun to return to something close to normal. DB wished to acknowledge the tremendous efforts made by staff to keep things going, which had been above and beyond expectations. There had been a focus on maintaining good behaviour and keeping good quality learning going. An update on the building work had been circulated before the meeting and it was confirmed that work had progressed well on the repurposing of the classrooms. Work on the new block and the extension of the dining facilities would commence in September. DB was particularly pleased that the new pathway down the side of the driveway had been installed as this would improve safety considerably. Logistically, it had proved quite challenging to move everything around to enable the repurposing to go ahead. However, Cathy Eckett and the site team had worked hard to ensure this had gone smoothly. This September the school would have over 1300 students and the focus had now moved to the recruitment and development required to manage this. The Principal’s report provided details of recent staff recruitments and DB provided further detail on this. The only substantive new role was the professional tutor, which would increase capacity to support Caroline Finney. Nine existing members of staff had submitted strong applications for this role, which had now been appointed. The eight unsuccessful applicants had been disappointed in the outcome but would be returning to middle leader roles with a strong focus on quality of teaching. EG had also met with each of them to discuss their next steps for development. *Governors queried whether any of the new appointments had change the ethnicity balance within the staff team and it was confirmed that a couple of posts had impacted positively.* There was also a need to ensure parity between the Raising Standards Leaders (RSL) within the various Key Stages as the RSL for KS4 currently sat outside of the formal Leadership team where-as the RSL’s for KS3 and KS5 were Assistant Heads. Some new Climate for Learning leads were also being introduced for KS3 and KS4, to support and coach staff in these areas to ensure that classrooms were purposeful and engaging in every respect. *Governors felt that the title “Climate for Learning” seemed a little fuzzy and queried whether their aims were clear.* DB confirmed that their role was to embed good routines and habits of good teaching, using learning walks to gather information, and to provide feedback and coaching. This would hopefully ensure that responsibility was spread more widely within school and would be achieved without any additional funding. The Associate Head role would also be removed from the Leadership structure, with a move to Whole School Leads who would not sit on the SLT. The challenge would be to develop a strategy for growth whilst maintaining the ethos and culture in an expanding school and to strengthen roles to support the curriculum journey. Everything was designed to strengthen leadership in school at every level, and it would be essential that staff would be able to deliver from day one. It was recognised that BISSC had a very strong staff team and there was a need to build on this. The high level of internal applicants for recent posts demonstrated that staff wanted to stay at the school and continue to grow and develop. It was acknowledged that the recent Education White Paper included an ambition that every school would join an academy trust by 2030 and this would need to be considered and discussed in due course. *Governors queried what might be the benefit of joining a MAT and it was explained that this could generate efficiency savings in back office support functions.* It might also offer an opportunity to move staff between schools within the academy trust to strengthen provision. It was acknowledged that well run academy trusts could work well but they did involve a loss of control for individual schools, along with the personal touch. There was also recognised to be a national concern at the moment as to whether CEOs of academy trusts were accountable for the failure of their schools. If a school was deemed to be failing it could be moved to another academy trust, with a further loss of control. BISSC had at one stage applied to become part of an academy trust managed by the RSA – who used a model where schools retained some autonomy but with a

**Biddenham International School & Sports College: Minutes of a meeting of the Full Governing Board
held on Wednesday 22nd June 2022 at 7.00pm**

	degree of shared working. However, the Government had turned the application down. It was agreed that the Full Governing Board would discuss this matter in greater depth at their second meeting in the Autumn term (when the paper should have gone through the Lords and be before the Commons). It was acknowledged that this would not become law until at least 2023.	DB/CB
8.0	Chair's Report CB had met with the Head and Chair of Governors at Castle Newnham who were the only other maintained secondary school in the Borough. They did not have a Sixth Form but did run from Nursery through to Year 11. They had wanted to discuss approaches with BISSC, and there were now plans to request a joint meeting with the new Director of Children's Services to discuss the powers that might be given to LAs to support the creation of academy trusts. CB continued to have regular meetings with DB and with EG and CW to consider safeguarding matters. These meetings had general covered regular issues, with the exception of the review of a permanent exclusion. This review had involved a lengthy and challenging process which had found in the school's favour, with an acknowledgment that the school had done everything they possibly could to keep the student in school. There had been evidence of good work done by the school in assessing and supporting difficulties in learning due to SEND and challenging behaviour. Overall, the school had come out of the review well.	
9.0	Report from: Business & Welfare Committee (5th May and 16th June 2022) – Minutes of the meeting held on 5 th May had been circulated and those from 15 th June would be circulated once they had been agreed. The first meeting had considered safeguarding, pupil numbers, the draft budget and a number of updated IT policies. CB noted that the school's IT Department were immensely capable of identifying risks linked to IT for staff and students. She wished to commend the IT team for their careful consideration of the risks linked to the use of IT in school. Curriculum Committee (26th April 2022) – The meeting had reviewed progress and achievement in KS4, including grades, targets and predictions. They had also considered intervention, exams and exam practice, student anxiety and detailed subject data. There had been a brief discussion on the DfE White Paper and a careers update. The newly qualified Careers Lead would be invited to the September Committee meeting. The Committee had also received an update on the PSHE curriculum mapping, a Governor Visit report and feedback from the student forum. <i>A Governor noted that there had been on-going reports about chromebooks that were not working and queried if this was a common problem.</i> EG explained the IT Team generally turned repairs around fairly quickly and communicated through a work log. However, sometime students were not aware that they were ready to collect (although tutors could check the log). It was quite common for students to present chromebooks with damage to the charging leads. It was acknowledged that the IT team had also been quite busy managing the set up of the new classrooms. EG added that tutors had recently been asked to complete a check on all chromebooks to ensure they – and associated equipment - were working.	
10.0	Policies Annual policy schedule – The annual policy schedule would need to be circulated (as previously agreed) but this would need to wait until LM had returned to work.	LM
11.0	Any Other Business: There was no other business to discuss.	
12.0	Next Meeting The schedule for next year would be circulated in the next few days. The dates would be added to the google calendar once agreed.	SN

ACTION POINTS		
Item No.	Item	Action
1	DB/EG to check the Student Form have no residual concerns about the changing rooms.	DB/EG
2	HH to provide update on cleaning contract negotiations.	HH
3	HH to contact audit team to discuss difficulties in updating the finance manual within suggested timescales for audit.	HH
4	FGB to discuss approach to academy trusts at November meeting.	DB/CB
5	Annual Policy Schedule to be circulated once LM returns to school.	LM
6	Schedule of meetings for 2022/23 to be circulated once agreed. Dates to be loaded onto google calendar.	SN