



Ormesby Village Schools Federation (the Federation)

Ormesby Village Junior School
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Ormesby Village Infant School
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Headteacher: Mr Bradley Young

Full Governing Body Meeting

Thursday 27th November 2025 at 4.00pm

Name	Initials	Role	Present / Apologies / Absent
Lizzi Angel	LAn	Staff Gov	Present from 5.07pm to 5.46pm
Jane Bennett	JB	Parent Gov	Present from 4.11pm
Sarah Burbage	SB	Co-opted Gov	Present until 5.39pm
Jessica Clevely	JC	Vice Chair, Parent Gov	Present
Lauren Gardiner	LG	Chair, Co-opted Gov	Present
Annette McMyllor	AM	Co-opted Gov	Present until 5.46pm
Anthony O'Connor	AOC	Co-opted Gov	Present from 4.11pm to 5.46pm
Jessica Rollingson	JR	Co-opted gov	Present
Bradley Young	BY	Head Teacher	Present

Rebecca Blakeway-Long	RBL	Local Authority (LA) - Clerk	Present
Julie Reynolds	JRey	LA Governor Services	Present

Any wording in [] has been added for clarity and the order of some of the discussions may have been amended for fluency of the Minutes

		Action	By whom
1. Opening formalities	1.1 Apologies and attendance The Chair welcomed everyone to the meeting. As above. 1.2 Acceptance of apologies N/A 1.3 Pecuniary Interests relating to an Agenda item. None 1.4 Welcome JRey The Chair welcomed JRey to the FGB.		
2. Governor membership	2.1 1 x Co-opted Governor vacancy The Chair informed Governors that a parent is interested in becoming a Governor, so roles will be reviewed in due course. 2.2 Appoint a Training Governor The Chair stated that she has looked at the role of Vice Chair and decided to include the training remit within this position. 2.3 Governance questionnaire The LA sent out a questionnaire, which has been completed and uploaded to Gov Hub. It is designed to ensure that FGBs are compliant and effective.		

	4.11pm – AOC and JB joined the meeting.		
3. Minutes of meeting dated 9.10.25	3.1 Refer to Action Point List <u>22.5.25</u> AP1 – c/f <u>9.10.25</u> AP1 – completed AP2 – completed AP3 – completed AP4 – to be completed tomorrow AP5 – completed AP6 - completed 3.2 Agree the Minutes of 9.10.25 <u>Governors agreed</u> the Minutes. 3.3 Chair to sign the Minutes The Chair will sign the Minutes on Gov Hub.	AP1. Sign the Oct Minutes	LG
4. Chair's Report	The Chair has: • visited the Federation on numerous occasions • completed the LA questionnaire (see item 2.3 above) • attended the LA chair's forum • attended the VNET governor's forum • attended a Broader Horizons meeting Meeting with other chairs was very good. It was helpful to see that all LA schools are facing the same challenges. The plan is to hold 3 chair's forums a year.		

	The VNET session was also useful. The next meeting will look at the new Ofsted framework, so the Chair encouraged Governors to attend.	AP2. Put a link to the VNET forum on Gov Hub	LG
5. HT's Report	The HT uploaded a written report to Governor Hub, which Governors read in advance of the meeting. Questions were submitted to the HT in advance of the meeting. Governor Challenge - with the departure of the higher-level teaching assistant (HLTA), who will be delivering the new modern foreign languages (MFL) scheme of learning? Will all children continue to access French and are Staff equipped to teach this? HT response - the children will access French and it will be a decent standard. The previous MFL scheme of work needed to be changed, as the HLTA brought a scheme with her that she had co-written. It was designed for delivery by an MFL specialist, so I have reverted to the previous scheme, Early Start French. This scheme allows a non-specialist to deliver the lessons, it is easier to follow and children can access work from home. We have been using Early Start French for about a week. Governor Challenge – what ages access MFL? Are the teachers able to deliver the scheme or is there a training need? HT response – the Juniors access MFL. It is quite difficult to provide training for MFL, but if a need becomes apparent, then yes, I will send Staff off to training. Governor Challenge – if you do need additional support, you could look to secondary schools and they might potentially be happy to do some outreach work. HT response – we do have links with high schools, as well as the 6th form, so I could access help if required. Governor Challenge - what were the main take aways from the Governor Challenge Day and what has happened as a result of them? HT response – it was clear from both Schools that Staff wellbeing is a concern and that morale is very low due to pockets of poor behaviour. At Broader Horizons, I met someone who runs a wellbeing service and he is currently working with Hillside and North Denes. He is happy to talk to me and to see what he can offer. I spoke with teachers yesterday to see whether they would be receptive to external support and they were very keen. Challenge Day reports were shared with Staff and they were pleased with the many positives. I highlighted the fact that the comments box had to be extended to fit all the comments in. They have taken it on board. I have spoken to the		

Maths Lead and said that if extra time is needed eg for maths cafes, then we can talk about freeing up time to do that.

Governor Challenge – how did Staff find the new style?

HT response – it was fine, they adapted to it. There was reference to juggling TA time. I have just completed the TA performance management and I spoke to them about this, but it is difficult, as there is so much to juggle. There is not always time to access the maths intervention, so it has been decided to follow the Little Wandle group session with a 10 minute maths intervention.

Governor Challenge – how and when will the impact of the new inclusion room at the Infant's be monitored?

HT response - I have carried out formal monitoring and I have also taught in there myself. The work is teacher led, mirroring the work being done in the class. There were 3 pupils in there, with 2 adults. When another child came back from their play therapy, another adult joined. Although there were moments of disengagement from the work and a couple of the children were feeding off each other, it was very calm and work based. The feedback that I provided was for more use of the core boards.

Governor Challenge – what is the impact on the children who are not learning in that space?

HT response – 2 boys prefer the inclusion room as it is quieter and they are able to focus on their work. You could see the struggle when we tried to reintegrate a child into the class. In the main classroom I spoke to several pupils and they said that the working environment is better. One child also said that there are still some children making poor choices.

Governor Challenge - has the inclusion room had an effect on Staff wellbeing, positive or negative? What is going to be the impact of closing the inclusion room and how do you feel this will affect Staff and the other learners?

HT response – I have also spoken to Staff and they have all said that although there has been an improvement in behaviour, there is still some way to go. I do feel that the LA Finance Officer is only concerned with getting a green surplus in year 2. After we had spent 4 hours in the Infant's Rev 2 meeting, I reluctantly agreed that we will get rid of the supply TA, but this has a knock-on effect. The inclusion room will close. The children will go back into the main classroom and this will lead to suspensions and permanent exclusions (PEX). Another TA will have to change their working hours and a child will have to work on their own in a corridor annexe. Staff morale will hit the floor.

Governor Challenge – what are the impacts of us not terminating the supply TA contract?

HT response – I spoke to the Inclusion Team. They said that we undersold ourselves on the

graduated provision map, so this should be revised. However, previously they have told us to remove things from the map. They agree that 1 child is at the point of PEX and think that we should not get rid of the supply TA.

Governor Challenge – what did the Inclusion Team suggest?

HT response – they said that they would help us to get the child with the most extreme behaviour a place in a specialist resource base (SRB). The panel for this was yesterday. The child is currently on a reduced timetable for 1 hour a day. I will not get rid of the supply TA and I will make amendments to the provision map.

Governors discussed. Governors noted that:

- (i) there are real concerns around the extremities of behaviours
- (ii) if the supply TA was removed, there would be a big safeguarding concern, as the safety of the School community would be compromised
- (iii) there could be serious consequences for the School community
- (iv) although there is a need for the budget to be in surplus, if this cannot be achieved safely, then that is a problem.
- (v) Governors have a responsibility to ensure the safety of all and to consider risk

Governor Challenge - what is in the planning with Lucy Kent (LK)?

HT response – LK is a behaviour & special educational needs (SEND) specialist from Parkside, who also spends 1 day a week at VNET. I had a virtual meeting with her last week and she is coming in on 8 December to do some observations and to talk to both Staff and pupils. I have asked for the most difficult child to be in School, so that she can observe the behaviours. I am hoping that she can provide some strategies. The SEND and Inclusion Team are meant to do this, but they don't really offer anything other than we are already doing.

Governor Challenge - from your observations and, in keeping with the Challenge Day outcomes and feedback, do you feel pupil morale and engagement remains positive at the moment?

HT response – I recently did a survey, which, at the time, 106 pupils had answered. I have collated and shared the response with the team, asking Staff to address and deal with issues where appropriate. Some children didn't always understand the question, but the majority of pupils stated that they feel safe and happy.

Governor Challenge – how does this compare to the previous questionnaire?

HT response – I would say that there are marginal decreases in some areas and increases in others. However, we need to make sure that we are dealing in the moment.

Governor Challenge – is there a plan for you to carry out a parental survey?

HT response – I have sent out a survey based on the Ofsted questions and I have also spoken to some parents. There were 41 responses and 97% believe that their child is happy and 100% would recommend the Federation. I did speak to some Y2 parents who raised behaviour concerns.

5.07pm – LAn joined the meeting

Governor Challenge - do you feel the extracurricular and after-school provisions are achieving their intended aims? Are they well attended?

HT response – no, other than gymnastics, which is always full, they are not well attended. Girl's football only has 5 attendees and other clubs have between 9 and 15 children. If we charged, attendance would be non-existent. The enrichment sessions at the end of each half term provides every child with the opportunity to represent the school in something. We do consider other clubs, for example, we are going to launch a library club.

Governor Challenge – is it cost effective? Does it matter that if a club isn't well attended? Do you still offer the clubs at the Infant's?

HT response – we are changing girl's football to something more popular and we had to stop the Infant's club, as we did not have the money. We are going to offer a colouring club at the Junior's and the library club at the Infant's.

AM response – from time to time we are offered sessions for free, for example taster sessions and we will usually take up these offers.

Governor Challenge - with the Attendance Reward trip in its fourth year, is it proving successful as a tool to reduce absenteeism, particularly for those who are persistently absent?

HT response – it is a means to recognise consistent attendance, but it is not a 100% club. We look at each child's case, which is a painstaking and controversial process. The child of a parent who complained about the eligibility did actually attend the trip the following year. During my time in the Federation, attendance has moved from bottom percentile to the top percentile and we no longer have the level of school refusers that there were when I first joined. Persistent absence is also down.

Governor Challenge – the Partnership for the Inclusion of Neurodiversity in Schools (PINS) states that each school could receive up to 30 hours tailored support through the project until March 2026. The HT Report states we have had a neurodiversity workshop and an emotional regulation workshop is to be arranged, but where are we with exploring the other types of support they offer, for example, environmental audits and parental engagement?

	HT response – we have had 1 session and 4 more have been booked, so we should get up to the 30 hours. However, we held a workshop the other day and, despite advertising, only 2 parents attended. Governor Challenge - having seen the challenges for the teachers in a disruptive class, I can appreciate that there may be a level of apprehension for who teaches that group in the following years. Is there a different design for teaching that would include rotation of all Staff that would distribute the responsibility? This may help with Staff morale, avoid burnout and help retention? HT response – in the Summer Term, I always have professional conversations with the team about where they would like to work. I do look at changing classes around so that a teacher does not have challenging classes 2 years in a row, but challenging cohorts do need to be taught. In addition, a teacher who can teach well in, for example Y6, may not be so effective in Y3. In the Summer Term, I thought about the current Y2 class, as the teachers had the same children in Y1. However, 1 member of the team is part-time and another had only just come back from maternity leave, so their time with the cohort was reduced. I also gave the class a consistent TA.		
6. Finance and themed audits	6.1 Review BCR See item 5 above and item 6.2 below 6.2 Update on Rev 2 Governors agreed to accept Rev 2, subject to the reconsideration of staffing levels. Governors did not agree to the termination of the supply TA contract and the closure of the inclusion room, without further investigation into additional SEND funding. 6.3 Pupil and sport's premium Not discussed 6.4 Benchmarking Not discussed 6.5 School fund report The School fund is due to be closed. There was an anomaly on the account, which has now been rectified.		

	There are a number of small short falls on the cost of School trips. Governors agreed that the short falls could be paid out of the budget share. 6.6 Themed audits and RAG reports – if any None 6.7 Cyber security Not discussed. 6.8 Premises and H&S The HT uploaded photocopier and grounds maintenance costs to Gov Hub for comparison purposes. Governors discussed. 6.9 Any other matter None		
7. Sustainability leadership	The working party has not yet met this year. The Chair has attended a greener governance session. Governor Challenge – has the pupil committee started to engage? AOC response – not yet. They have only turned up to see me once and they are not switching off the lights. The HT informed Governors that the electric car charging points had not been installed in the way that had been anticipated. Governors discussed.		
8. Governor training and monitoring	8.1 Training The Vice Chair will look at the skill's audit and then signpost Governors to appropriate training. The Chair reminded Governors to log all relevant training on Gov Hub. 8.2 Reports from Challenge Day JB provided feedback on the Challenge Day at the Infant's. She stated that:		

	(i) There were a lot of positives (ii) Governors enjoyed their time in the classroom (iii) Governors viewed the inclusion room and behaviour (iv) Most of the information noted has been discussed under item 5 (v) A feedback point was that the Maths Lead should have time to carry out interventions 5.39pm – SB left the meeting JC provided feedback on the Challenge Day at the Junior's. She stated that: (i) The work being carried out was overridingly positive (ii) Subject Leads were knowledgeable and committed (iii) There were robust pathways for behaviour (iv) The children were positive (v) Feedback points included: work on low grade behaviours, continued challenge for both over and under achievers The HT stated the LAn purchased Zones of Regulation for the Federation. JC monitored H&S JB monitored SEND and completed a learning walk at the Infant's. The Chair asked Governors to ensure that they annotate Gov Hub with all visits.		
9. Policies	<u>Governors agreed</u> to ratify the following Policies: • Assessment • Attendance • Charging and remissions • ECT • GDPR • H&S • Phonics • PSHE/RSHE	AP3. Add AI policy to next Agenda	RBL

	Governor allowances		
10. Bite-size PEX training	Carry forward		
11. Confidential items and AOB	The Chair thanked all Governors for their attendance and at 5.46pm, School Staff left the meeting. This item is subject to a Confidential Minute. The HT thanked JB for her contribution to the GB.		
12. Next FGB dates	All FGB TEAMS meetings are on Thursdays at 4pm: Thursday 5 Feb 2026 Thursday 19 Mar 2026 Thursday 21 May 2026 Thursday 9 July 2026 The Chair thanked all and the meeting closed at 6.04pm.		

Signed by The Chair	On
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