



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 5th February 2026 at 4.00pm

Name	Initials	Role	Present / Apologies / Absent
Lizzi Angel	LAn	Staff Gov	Present
Sarah Burbage	SB	Co-opted Gov	Apologies
Jessica Cleevely	JC	Vice Chair, Parent Gov	Present
Lauren Gardiner	LG	Chair, Co-opted Gov	Present
Annette McMylor	AM	Co-opted Gov	Present
Anthony O'Connor	AOC	Co-opted Gov	Apologies
Jessica Rollingson	JR	Co-opted gov	Present
Bradley Young	BY	Head Teacher	Present
Rebecca Blakeway-Long	RBL	Local Authority (LA) - Clerk	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 Accepted 1.3 Pecuniary Interests relating to an Agenda item. None		
2. Governor membership	2.1 1 x Co-opted and 1 x Parent Governor vacancy SB has indicated an intention to resign. The HT will advertise for another Parent Governor in due course. Although the outcome from the LA Quality Assurance at the last meeting was positive, a recommendation is that 1 member of Staff is removed from the FGB. Governors will wait for the outcome of upcoming recruitment before this step is taken.		
3. Minutes of meeting dated 27.11.25	3.1 Refer to Action Point List <u>22.5.25</u> AP1 – completed <u>27.11.25</u> AP1 – completed AP2 – completed AP3 - completed		

	3.2 Agree the Minutes of 27.11.25 Governors agreed the Minutes. 3.3 Chair to sign the Minutes The Chair will sign the Minutes on Gov Hub.	AP1. Sign the Nov Minutes	LG
4. Chair's Report	Nothing to report		
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 - what impact has the practical assistance provided by Lucy Kent (LK) (Behavioural Advisor) and the purchased resources had on the children using the inclusion room? HT response – LK was very good. She provided a better list of resources (which we have purchased), a revision of the inclusion room layout, she shared knowledge with other members of the team and she provided a practical resource for children who disincentivise quickly. This has had some impact. I also attended a VNET course in respect of behaviour yesterday. Governor Challenge – are these things helping or is it just another burden for Staff? HT response – the zones are working. We do need a whole bank of evidence before we permanently exclude (PEX) a child, to show that we have tried everything. The inclusion room has helped. At the Infant's, we have been able to move children from the classroom to the inclusion room for interventions, which has helped to include the child who works in the inclusion room, but this does have to be gauged on a day to day approach. LK's advice will not have an overnight impact. Governor Challenge - how is the 'Headteacher for a Day' scheme working? What are the key takeaways we want the children to have and how are we monitoring it? HT response – we had the day last Friday. The children came with a list of questions, they wrote a blog, we talked about the role and we did a learning walk. They led the assembly well, hosted a meeting with their peers, talked about an upcoming project, answered an email and fed back to service providers. It gives the children a small insight into responsibility. Governor Challenge - how is Staff morale and wellbeing - including yours Brad?		

HT response - we are paying about £1100 to Kevin Lee Better Balance Education for some assistance. He met with AM and provided support to another member of the team. He is coming in next half-term to help with, amongst other things, building resilience. We have made other changes, such as amending lunchtimes at the Junior's in order to help with wellbeing.

Governor Challenge - within the notes for data you talk about green data and then you group green and yellow data to show better outcomes. How are teachers planning to transition these yellows to greens and how is it being tracked and monitored?

HT response – in pupil progress meetings, we set targets with the aim of moving children up to expected or up to greater depth. We have discussions about how we can move the children on and we identify children for interventions. At the next pupil progress meeting, we then review the targets and see if the children's attainment has increased.

Governor Challenge – do you track the percentage of children for whom this works? How do we know whether it has worked? I looked at the same report for this time last year and some of the priorities are still our current priorities.

HT response – this information will be on the next set of data. Pupils who are considerably behind tend to have additional needs and, despite best efforts, they will always be “red”. Every year the learning increases in difficulty, so the gaps just get wider. The children who have the greatest potential to get to expected are the “yellow” children. This category could include pupils who have only just slipped into “yellow”, as well as children who are about to tip into “green”. It is hard to show that and to show the progress made by the pupils in the yellow category.

Governor Challenge – could we see the progress data?

HT response – some of the data is based on teacher judgements as to where they think the children will be by the end of the year. Some pupils might be at 94 in the autumn and at 99 in the spring, so they will have made huge progress, but they will still be classed as “yellow”.

Governor Challenge – YR and Y5 both show significant gender gaps in favour of boys. Are there any underlying factors contributing to these gaps, such as cohort composition, behaviour patterns, SEND distribution, or is this an attainment trend that cannot currently be attributed to specific causes?

HT response – I have looked at each class and I think that it is a combination of everything. In YR there are 10 boys out of 28, there are 17 summer born pupils, a child has selective mutism, other children have need and some children have home parenting issues. In Y5 the girls did not perform as well as boys. They have underlying needs, including behaviour issues. There is also a lack of teaching assistant (TA) support, particularly on Mondays.

Governor Challenge - the report highlights that behaviour pressures in Y2 and Y3, alongside staffing shortages, are affecting how the inclusion rooms operate and reducing support available in some classes. Is learning in the main classrooms being compromised or do you feel the use of inclusion rooms leads to a net gain in learning for the whole class. i.e., does the positive impact on classroom learning outweigh the reduction in in-class support?

HT response – it's a difficult question to answer. The current situation is unsustainable, so we need a happy medium. Another child at the Junior's now needs to access the inclusion room, so I am considering a supply TA. A lack of support is impacting on the classes and behaviour, as TAs are having to cover the inclusion room and are thus unable to provide support to the classes and they are unable to run interventions. Leaders give up lunchtimes to support a child in the inclusion room. The whole point of the inclusion room is to prevent a child from being PEX'd. We did trial placing another child in the inclusion room today, but we need another adult in there. We do have some funding for the child, but it is not enough.

Governor Challenge – you are using all the Staff on supporting 1 child so that they are not PEX'd. This is impacting on the School.

HT response – for that child, the inclusion room is working, but I don't have the resource to maintain this support. I can see the benefit of the room for that child, as they cannot cope in the classroom. They cannot conform to the routines of the classroom and there are too many triggers for them. The trouble is that there is a high threshold for PEX and we need to evidence that we have taken every reasonable step to support the child.

Governor Challenge - to expand on earlier questions regarding wellbeing and Staff morale, including the point about behaviour and its impact on learning, it is clear that these challenges also affect day-to-day operations more broadly. Could you outline more specifically how behaviour-related challenges impact the senior leadership team, SEND Staff, and TAs daily.... are there any actions that could reduce the impact of this?

HT response – TAs are on rotation to work in the inclusion room, taking them out of the classroom. If a senior leader is out for a day, then this does have a considerable impact on the other senior leaders. Solutions, such as the use of an alternative provision or the recruitment of more Staff, have a cost implication. Part-time timetables could be used, but these are designed to be used for short periods of time. Applications could be made to specialist resource bases, but places are limited.

	Governor Challenge – with reference to the gender gaps in attainment, particularly in Y5. Have any specific interventions or strategies been implemented to address this and, if so, are these beginning to have a positive impact? HT response – we have tried to engage the boys more by changing the reading subject and Tony Millings is going to start a reading group. However, vocabulary knowledge is strong. The teacher has moved grammar to an early morning task, but if a TA has to work elsewhere or is off sick, then interventions cannot take place.		
6. Finance and themed audits	6.1 Review BCR Diane Bainbridge came in and reviewed the graduated provision maps with the HT. It transpired that the Junior's needs £90k and the Infant's needs £24. The LA has given an increase of just over £10,600 for the Infant's, which will be used on a YR TA. However, the cost of a TA is over £13k. The LA has given an increase of over £11k and this will also be used on another TA. Both the Infant's and Junior's budgets have surpluses in year 1 and year 2, with small deficits in year 3. 6.2 Update on Rev 3 None 6.3 Schools Financial Value Standards (SFVS) The SFVS has been completed and uploaded to Governor Hub. Governors agreed to accept the SFVS The activity account was uploaded to Governor Hub in advance of the meeting. Governors agreed to accept the adjustments to the activity account. 6.4 Pupil and sport's premium Not discussed 6.5 Benchmarking Not discussed		

	6.6 Themed audits and RAG reports – if any None 6.7 Cyber security Not discussed. 6.8 Premises and H&S Not discussed. 6.9 Any other matter None		
7. Sustainability leadership	The HT has organised a meat free day on 21 April. The food waste bins have not yet arrived.		
8. Governor training and monitoring	8.1 Training JC and JR completed Ofsted training. There is a link to next week's VNET training on Gov Hub. 8.2 Set date for next Challenge Day Monday 18 May 8.3 Reports from any other monitoring JR to do SEND monitoring before the end of the year JC to do H&S at the Infant's before end of year. A safeguarding visit is booked for 3 March. 8.4 Bite-size PEX training		

	The Clerk delivered bite-size PEX training		
9. Policies	Governors agreed to ratify the following Policies: • AI - NEW • Anti-bullying • Marking and feedback • Separated parents • Serial and unreasonable complaints • Supporting pupils with medical conditions • Uniform – NEW The HT raised the issue of serial and unreasonable complaints and the need to protect Staff from abusive and aggressive parents. Governors stated that they are happy to back the Staff in the enforcement of Policies and the termination of meetings. Governors will not tolerate rudeness to Staff.		
10. Confidential items and AOB	5.42pm – LAn and AM left the meeting From September, the Deputy role will have to take on 3 days of teaching. If AM decides to stay, there will not be a need to change her contract. The HT is now waiting for AM to decide how she wishes to proceed. If AM stays, it will be necessary to distribute AM's other duties, such as the SENDCo role, more evenly. In AM wishes to stay, then the HT will ask her whether there are steps that can be taken to make the role more comfortable. AM is contractually obliged to undertake any reasonable task that is requested by the HT. Therefore, if AM refuses to teach, then this could lead to disciplinary proceedings. Governor Challenge – what is the timeline? HT response – I really need to know by Easter or May half-term at the latest, as I will need to recruit if AM decides to leave. I would then review the pay scales for a Deputy and advertise the position.		

11. Next FGB dates	All FGB TEAMS meetings are on Thursdays at 4pm: Thursday 19 Mar 2026 Thursday 21 May 2026 Thursday 9 July 2026 The Chair thanked all and the meeting closed at 5.53pm.		

Signed by The Chair	On
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