



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 19th March 2026 at 4.00pm

Name	Initials	Role	Present / Apologies / Absent
Lizzi Angel	LAn	Staff Gov	Present from 4.35pm
Jessica Cleevely	JC	Vice Chair, Parent Gov	Present
Lauren Gardiner	LG	Chair, Co-opted Gov	Present
Annette McMyllor	AM	Co-opted Gov	Present
Anthony O'Connor	AOC	Co-opted Gov	Present
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. Attendance as above. 1.2 Acceptance of apologies N/A 1.3 Pecuniary Interests relating to an Agenda item. None		
2. Governor membership	2.1 2 x Co-opted and 1 x Parent Governor vacancy Sarah Burbage has resigned from the FGB, leaving a second Co-opted vacancy. The HT has advertised for another Parent Governor. 1 parent has indicated an interest.		
3. Minutes of meeting dated 5.2.26	3.1 Refer to Action Point List <u>27.11.25</u> AP1 – completed AP2 – completed AP3 – approved in Feb 2026 FGB <u>5.2.26</u> AP1 – completed 3.2 Agree the Minutes of 5.2.26 <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 Feb 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 - following incidents involving significant behavioural challenges, is there a process for a debriefing with the Staff involved, both to check on wellbeing and to reflect on whether there are any learning points or additional strategies that could support Staff in future situations? HT response – yes, we do have great communications and there are regular opportunities for Staff to talk to us and to receive support. AM and I are in regular contact with the team to help with deescalation and to witness behaviours. We look at the incidents, discuss them and then consider what could be done differently and whether the team could have dealt with the incident without involving senior leadership (SLT). This work is ongoing. We look to see whether events could have been avoided and what we can do to prevent a re-occurrence. We also seek external support. I visited one of our children in their specialist resource base (SRB) setting today and I witnessed that there are still issues, even in that setting. There is no magic wand for these pupils, but they can learn strategies to help them in the future. Governor Challenge – are the inclusion room Staff getting together to review the week, to include what has worked well and what has not worked so well? HT response – yes, they do. Staff also tell me how things have gone. The team will highlight any required resources or strategies and, taking into account money considerations, I will support them with this, to see whether the new approach works. We have ended the reduced timetable for the SRB child when they are in School and we are going to see how Staff manage this. Since we have had the rooms, we have not had so many episodes of anger and violence, which can often be due to fatigue and overwhelm. These children have a safe space to explore their feelings and they are not able to conform to a mainstream setting. We have also tried to include the children's peers in the inclusion rooms, to ensure that there are socialisation opportunities. We did try to		

move a child back into the classroom, but this did not work, as the child found it overwhelming. The Junior's sunshine room gives the children work in 10 min intervals, but I sent a communication out to Staff this week, to remind the teachers that they need to spend time in the inclusion rooms in order to teach the children. Staff have also been reminded that the rooms are for extremes of dysregulation, they are not dumping grounds for poor behaviour. The children in the sunshine room are more controlled, but behaviours can be triggered quickly and de-escalate quickly. It is certainly calmer at the Infants, but Juniors can still be unsafe at times. However, the Junior space still needs time to evolve and to establish consistency of staffing.

The main pros to the rooms are:

- The main classrooms are quieter, allowing meaningful learning for all
- Children have access to appropriate levels of support and nurture
- Children are able to work without feeling overwhelmed

The main cons are:

- The work in the rooms is predominantly led by teaching assistants, not teachers
- Despite the rooms, some children still show dysregulation
- The children in the inclusion rooms can see it as exclusive for them and the children in the classrooms can see access to the rooms as being a reward

Governor Challenge - with regards to the inclusion rooms and the socialisation of these children with their peers, is there the aim to facilitate the re-integration of the pupils back into the main classroom, or are these children permanently out?

HT response – no, we do not intend for these pupils to be permanently out of their classrooms and we do aim to facilitate reintegration. However, this is not always beneficial, as they can dysregulate and even ask to return to the inclusion room. The dysregulation can be upsetting to other pupils and it does impact on learning. The inclusion room pupils do have the same breaks as their peers. As a result of the inclusion room, Bumblebees is much calmer. We are trying to arrange an alternative provision for a child in the Junior's.

Governor Challenge - is there a plan in place to increase the Y4 multiplication outcomes by the end of the Summer Term? What is our target? Is 76% where we would expect the class to be?

HT response – the government has not issued any target or threshold that they expect schools to reach. Our target is to have 80% of the pupils achieving between 21 and 25. The children practise their tables regularly, using Rock Stars, which can track their progress. Rock Stars generates "heat

maps”, which are then fed back to both the children and their parents. Several pupils are just below where we would like them to be, so we are hopeful we can move these children on by the end of the year.

Governor Challenge - can you tell us more about the requested link with the primary school in Vietnam? How would this work?

HT response - my best friend is working in an international secondary school in Vietnam, so I asked him to pass my details to his primary equivalent. Alternatively, we will look at linking our Y6 children to my friend’s Y7 pupils. There is a lot of diversity in the international schools, so our children would have more access to ethnicity and world religions. We would get the Y6 children to prepare questions for the children in Vietnam. We are also trying to organise a multi-faith week, with a different faith attending School on each day of the week. We have received responses from a Buddhist and a Jew, who are prepared to come in. It will cost £325 for a full day visit from a Jew and £70, plus travel expenses for a Buddhist.

Governor Challenge - have the ewe and her lambs provided enrichment to the science and engineering study week? Will we look to do this again next year?

HT response – yes, the ewe and lambs have provided cultural capital and enrichment, bringing science to life. Children from both schools have accessed the sheep and we plan to capture pupil voice about the experience. Children from another school have also visited. LAn is keen to repeat this experience annually.

Governor Challenge – I am interested to know the main reasons for persistent absences?

HT response – the reasons are very varied. However, the main reason is that for some families, the importance of school has a lower priority than, for example, holidays. There are also families who allow their child to stay home with no good reason or where the families regularly arrive late. Some children have frequent days of random illness, which usually occur on a Friday or Monday. Another child had serious illnesses when they were young – from which they appear to have recovered – but Mum is oversensitive to every bug or illness.

Governor Challenge – are these families penalised?

HT response – we do send letters out and we have a watching brief list. Any child who slips below 90% attendance is classed as persistently absent. A fine will not necessarily impact on families who have 3 or 4 holidays a year.

4.35pm – LAn joined the meeting

6. Finance and themed audits	6.1 Review BCR The activity account was uploaded to Governor Hub in advance of the meeting. <u>Governors agreed</u> to accept the adjustments to the activity account. 6.2 Rev 3 and budget setting The budget was uploaded to Gov Hub in advance of the meeting. The budgets for both Schools are green for the first time in 5 years. <u>Governors agreed</u> to accept the budgets. 6.3 Potential financial risks Not discussed. 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 Asset register Not discussed. 6.10 Any other matter		
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7. Sustainability leadership	The HT has organised a meat free day on 21 April. Consideration is being given to purchasing a second beehive, so that more groups can become involved in beekeeping over the summer months.		
8. Governor training and monitoring	8.1 Training AOC is booked onto attendance training in May. JC and JR have completed Ofsted training JR has also completed Governance Now and Monitoring in Practice training. The Clerk recommended cybersecurity training to all. 8.2 Next Challenge Day Monday 18 May 8.3 Reports from any other monitoring LG completed safeguarding monitoring, noting that there were no concerns. Lock down procedures were also discussed. The HT has completed safeguarding self-evaluations. Governor Challenge – are there are trends or themes in relation to safeguarding? HT response – no, there is nothing out of the ordinary and no common themes. We have 1 child in need, we have made 1 early help referral and we have had very few Operation Encompass calls.		
9. Policies	<u>Governors agreed</u> to ratify the following Policies: • Business continuity • Suspensions and exclusions • Whistleblowing		

10. Confidential items and AOB	LAN informed Governors that having the ewe and lambs in the School has been a wonderful experience. The children have been very interested and the animals have generated a lot of conversations, even from children who are less likely to contribute. Consideration is being given to an agricultural week next year, potentially joining forces with John Grant school. The sheep have also positively impacted on Staff wellbeing. Governors discussed animals and therapy dogs in schools.		
11. Next FGB dates	All FGB TEAMS meetings are on Thursdays at 4pm: Thursday 21 May 2026 Thursday 9 July 2026 The Chair thanked all and the meeting closed at 4.59pm.		