



Ormesby Village Schools Federation (the Federation)

Ormesby Village Junior School
North Road
Ormesby St. Margaret
NR29 3LA
office@ormesbyjunior.norfolk.sch.uk

Ormesby Village Infant School
Spruce Avenue
Ormesby St. Margaret
NR29 3RY
office@ormesbyinfant.norfolk.gov.uk

Headteacher: Mr Bradley Young

Full Governing Body Meeting

Thursday 21st May 2026 at 4.00pm

Name	Initials	Role	Present / Apologies / Absent
Lizzi Angel	LAn	Staff Gov	Present from 4.24pm
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 The HT advertised for another Parent Governor, but no one came forward. He will re-advertise in September. LG will reissue the recruitment leaflet for Co-opted Governors at the beginning of the autumn term.	AP1. C/F membership to September	RBL
3. Minutes of meeting dated 5.2.26	3.1 Refer to Action Point List All actions have been completed. 3.2 Agree the Minutes of 19.3.26 Governors agreed the Minutes. 3.3 Chair to sign the Minutes The Chair will sign the Minutes on Gov Hub.	AP2. Sign the March 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. • A lot of staffing appointments are in the process of being made. These include a new Secretary, a teaching assistant (TA) at the Infant's, Y3 teachers and cleaners. LAn has been appointed as the Lead Teacher for the Junior's. • Attendance has been good, although there have been a handful of holiday requests. • Attainment and progress have shown improvements. • The Census was completed today and the number has increased in both Schools. • The new monitoring framework for Subject Leads is being used effectively and this helps the Leads to be more confident in talking about their subjects • The School Improvement Plan and Self Evaluation have been updated in line with the new Ofsted framework • There is an upcoming multi-faith week. 10 pupils will not be visiting the mosque. • There have been 4 incidents at the Infant's that have required restrictive force. All incidents have been reviewed and deemed to be necessary, reasonable and proportionate. Parents have been informed and reflection work has been completed with the children • The inclusion rooms have been reviewed to ensure that they are not, in effect, seclusion rooms. Vision panels and double door handles will be installed and the chains will be removed. 4.24pm – LAn joined the meeting Governor Challenge - with the adjustments to staffing from September, how are we ensuring that (i) staff are aware what they are responsible for (ii) the workload spread is fair and (iii) Staff are able to meet the demands of their responsibilities? HT response - conversations around new roles have taken place, the final detail has been drafted in writing and this has been discussed. Conversations will be ongoing. In September, there will be regular reviews and tasks and workloads will be juggled. We are trying not to put too much onto one person. Staff are able to ask me for some release time if they are becoming overwhelmed. I feel the workload is fair, but I am open to further discussions.		
----------------	--	--	--

Governor Challenge - has the use of specialist resource base (SRB) placements given the team breathing space?

HT response – at the Junior’s, a child in Y4 has an SRB placement and a child in Y5 is accessing alternative provision. A Y3 child will have an SRB place in September. At the Infant’s, two Y1 and one Y2 pupils are in an SRB. They do give breathing space and, as the SRB is tailored to meet specific need, they can do much more with the children than we can, as we are trying to meet needs of all pupils. Additional transition meetings are planned for the Y3 child and relationships are being built with the SRB teams. They have offered to send in a TA to support a child in the second half of the summer term and they have provided us with guidance for the inclusion room.

LAn response – we have one child who is returning from an SRB after half term. Breathing space is provided, but the children come back much more able to access the learning, which is a real relief.

Governor Challenge - do we evaluate whether CPD is translating into improved practice? What impact has the trauma training had within the Schools?

HT response - yes, we do. Most recently, the training around restrictive practices has had an immediate impact. Everyone is on board with the Zones of Regulation and the Steps training. If an individual attends training, then this is shared with the team. The trauma training was quite emotive for some Staff. I have managed to get a book on the A-Z of trauma orientated practise and this provides practical solutions and approaches that we can try with the children. We do not just go on training for the sake of it, it has to be meaningful, purposeful and have an immediate impact. We use identical resources across the classrooms.

Governor Challenge - has there been a noticeable impact on Staff wellbeing since bringing in supply TAs from Teach Well and Teach agencies to work in our inclusion rooms?

HT response - I think that, yes, there has been an impact due to the fact that we are no longer so over stretched, particularly at the Junior’s. We are able to work more closely with the children and behaviour is more settled. I feel wellbeing is a bit stronger at the moment, there has been a different vibe in the Schools and everything feels a bit calmer. The supply TAs have helped to alleviate the pressure and share the load.

Governor Challenge - looking at the spring data, reading and/or writing has been prioritised for continued improvement across all years. How do we intend to raise attainment in these areas?

HT response – in pupil progress meetings, we have identified the children who show potential to either reach expected or greater depth, we have set targets, identified required interventions and organised the Staff so that the interventions can take place. We have prioritised the pupils who will get there given the time and staffing that we have available. We have writing moderation on

15 June. The LA will pick the pupils on whom they will focus, so we have until then to broaden the portfolio of evidence. We may collapse the curriculum for some children, particularly for those who are at greater depth, to ensure we have sufficient evidence for our judgements.

Governor Challenge - since the PINS Parent/Carer report in November 2025, how have we strengthened our communication with parents/carers? Have we remained consistent and improved clarity around special educational needs (SEND) processes and the available support? HT response – although most parents attended the first meeting in the autumn term, no one has asked for a meeting in the subsequently allocated time slots. This would seem to indicate that the parents are content with the School’s support. Less than 10 parents responded to the report, which is not representative of the need in the School. The SENDCos regularly correspond with parents and external agencies. Our provision for SEND is very good.

Governor Challenge - given the ongoing constraints on funding and with the continued need to make difficult decisions about priorities, how do you determine where to focus effort and resources to achieve the greatest impact?

HT response - those areas which are statutory are prioritised and other areas are discussed to ensure we are on course. Elements such as behaviour are addressed very quickly. Difficult decisions have had to be made, but we have prioritised where needed.

Governor Challenge - where are you currently seeing the most positive outcomes linked with recent changes or initiatives? Are there areas where progress is slower than anticipated?

HT response – the Rainbow Room has been a quiet success, which has been helped by the SRB placements giving us some breathing space. The Sunshine Room has not had the same progress, mainly due to the fact that the children are not engaging so well. Engagement does fluctuate and various strategies have been tried, for example, reintegration, but it has not really calmed things down. It very much depends on the day and the mood of the child. There is trauma there, which makes me determined to not give up, but I am juggling this with the wellbeing of Staff and other pupils. We are hoping that we might find some way to “unlock the door” for the child. In addition, sometimes the SRB processes are quite slow, or the decision doesn’t go your way, or the placement is not granted quite as quickly as you want.

Governor Challenge - how did SATS go?

HT response - this is the first year that I haven’t sat and had a thorough look through, but I did get a feel for the papers from the children’s reactions. Every child attended the SATS, several had adult readers and a couple of pupils had scribes. The children arrived for the breakfast, they

	settled well and there was no visible anxiety. I do not think that the results will be as positive as last year's figures and next year will be different again.		
6. Finance, management and themed audits	6.1 Review BCR and activities accounts Both Schools have surpluses for the next 3 years. The activity accounts were uploaded to Governor Hub in advance of the meeting. Governors agreed to accept the adjustments to the activity accounts. 6.2 Rev 1 date Rev 1 will be on 18 June. 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 The latest RAG rating was uploaded to Gov Hub in advance of the meeting. The rating should improve as the Federation Finance Officer becomes more secure in her role and on completion of a LA financial health check. 6.7 Cyber security The cybersecurity company has been into School and the HT has accessed their online portal in order to consider how the Federation meets digital standards. Governor Challenge – do we have a response in place?		

	HT response – yes, a lot of this is managed for us and, having been through the digital standards, I am happy that we are secure. I receive daily emails notifying me that both Staff and pupils are trying to access in appropriate sites, but this is never actually the case. We also have a fraud log and a fraud policy. 6.8 Premises and H&S The Junior's Trim Trail is due to be improved at a cost of around £6.5k. The Infant's Trim Trail and the area outside the Y1 classroom are also due to be improved. JC has been into the Infant's for a H&S discussion. The HT liaises with AOC if he sees anything of concern and AOC then arranges for work to be completed. 6.9 Asset register Bigger purchases are logged on the asset register. 6.10 Any other matter Governors discussed whether there is any way to attract more money into the Federation.		
7. Sustainability leadership	To review in the autumn term.	AP3. C/F to the autumn term	RBL
8. Governor training and monitoring	8.1 Training LG attended the VNET summer forum last night, where training on "is my board too operational" was carried out. The aim of the training was to ensure that FGBs are strategic, that Governors feel their skills are being used and that they are truly helping and supporting their schools. JR completed cybersecurity training and is due to undertake HT performance management training. 8.2 Challenge Day A Challenge Day was held on Monday. LG and JC visited the Infant's, noting that it was a good and positive visit.		

	• The whole School plan is updated regularly • Writing scaffolding is apparent • Sentence starters are used • There was clear evidence of adherence to the marking policy • Learning is tailored to need • Adjustments are made for pupils with speech and language difficulties • There is a good drawing club in YR • Writing is celebrated in displays • The children are aware of what they need to do in class and to whom they can talk if they have concerns Areas for development are handwriting and spelling and the extension of the drawing club across the School. The HT stated that he has already discussed extending the drawing club to the whole of key stage 1 and this appears to be a possibility. AOC and JR visited the Junior's. AOC stated that: • The children in Y3 and Y4 loved to talk about their work • The Y5 and Y6 pupils were less vocal • All the children were positive and enjoying their learning • Y3 – Y5 tend to have a lot of whole group lessons 8.3 Reports from any other monitoring JR plans to visit the Federation to complete SEND monitoring. JC has been into School to discuss H&S.		
9. Policies	Governors agreed to ratify the following Policies: • Anti-fraud • Business continuity • Restrictive interventions		

	• Suspensions and exclusions • Whistleblowing		
10. Confidential items and AOB	A language competition is being launched, whereby the Federation has the opportunity to win £3k of resources. The children can play an online French game at home and the more they play, the higher the Federation will move up the leader board.		
11. Next FGB dates	All FGB TEAMS meetings are on Thursdays at 4pm: Thursday 9 July 2026 The Chair thanked all and the meeting closed at 5.15pm.		