



Ormesby Village Schools Federation

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

Virtual Full Governing Body Meeting

Thursday 26th May 2022 at 4.00pm

Name	Initials	Role	Present / Apologies / Absent
Lizzi Angel	LA	Staff	Maternity Leave
Carla Brightman	CB	Co-opted	Apologies
Dean Crosbie	DC	Parent	Present
Lauren Gardiner	LG	Co-opted	Present
Julia Hawkins	JH	Vice Chair, Co-opted	Apologies
Annette McMyler	AM	Co-opted	Present
Anthony O'Connor	AOC	Co-opted	Present
Craig Robertson	CR	Co-opted	Present until 4.55pm

Clive Sillitoe	CS	Chair, LA	Present
Karen Wacey	KW	Parent	Present
Bradley Young	BY	Head Teacher	Present
Sam Vaughan	SV	Lead Teacher	Present until the end of item 5
Rebecca Blakeway-Long	RBL	Clerk	Present

Wording in [] has been added for clarity by the Clerk

		Action	By whom
1. Opening formalities	<p><i>1.1 Apologies and attendance</i> The Chair welcomed all, noting that apologies had been received from CB and JH. JH has also indicated her intention to stand down as a Governor at the end of the 2022/23 academic year.</p> <p><i>1.2 Acceptance of apologies</i> Accepted</p> <p><i>1.3 Pecuniary Interests relating to an Agenda item</i> None</p>		
2. Minutes of meeting dated 24.3.22	<p><i>2.1 Refer to Action Point List</i> <u>10.2.22</u> AP1 - completed AP2 – c/f <u>24.3.22</u> AP1 – completed. CB is struggling to attend the meetings due to a clash of timings AP2 – c/f. The Clerk will send instructions to CS on how to sign documents on Gov Hub. AP3 – completed. A reply to the email has been received and a meeting has been arranged for 8/6/22</p>		

	<p>AP4 – completed AP5 - completed</p> <p>2.2 <i>Matters arising</i> None</p> <p>2.3 <i>Agree the Minutes</i> <u>Governors agreed</u> the Minutes</p> <p>2.4 <i>Sign the Minutes</i> The Chair will sign the Minutes.</p>	AP1. Sign the March Minutes	CS
3. Governor membership	<p>3.1 <i>5 x Co-opted Governor vacancies</i> Governors are aware of the vacancies on the GB.</p>		
4. Bank signatories	<p>4.1 <i>Remove Craig Robertson as signatory</i> <u>Governors agreed</u> to remove Craig Robertson as a bank signatory</p> <p>4.2 <i>Appointment of Rachel Holt as a signatory</i> <u>Governors agreed</u> to add Rachel Holt as a bank signatory</p>		
5. 10-minute talk on Phonics	<p>The Chair thanked SV for attending the meeting in order to talk about Phonics.</p> <p>Prior to the meeting, SV uploaded to Governor Hub a document showing the key features of effective Phonics practice. In order to meet the key features, the School has recently introduced the Little Wandle Phonics scheme. Training started in the Spring Term, with the final training being due to take place on 8 June.</p> <p>All adults teaching Phonics are able to access the same resources and catch phrases. This ensures that there is a consistency in learning as the children progress through the</p>		

year groups. Coaching and monitoring of the Teaching Assistants (TA) will start after half-term, but the evidence to date is that all TAs are using the correct materials and phrases. In fact, the TAs are making the scheme work and they are very enthusiastic in their teaching.

Training videos have been produced by Little Wandle, demonstrating best practice of the scheme. These videos appear to be live lessons in a real classroom. Parents are able to access these videos, so that they too can see how they children form and blend sounds.

For the purposes of continuity, Y2 will continue to use the old scheme for the remainder of the current academic year. However, YR and Y1 have been using the Little Wandle scheme daily since its introduction. Phonics work is completed between 9 and 9.30am and this is built on throughout the day. In the afternoons, the children have access to reading books.

Most of the letters and sounds appear in the same order as the previous scheme, so this has made the transition smoother. Techniques such as flash cards, shuffle cards, speedy sounds and oral blending are used. (SV showed Governors some of the materials used). The children love the routines.

All lessons are cumulative and work is revisited to ensure that it is embedded. A good pace of work is maintained. Those children who are at risk of falling behind are given either individual or group interventions during the afternoon sessions. The children who attend the interventions are making good progress, for example 1 child improved from 40% to 65% in just 4 weeks, whilst also learning new sounds.

Although Little Wandle was expensive to buy, it did come with a lot of resources. The next step is to raise money for the Bag Books which the children can take home.

Governor Challenge – will the Little Wandle scheme continue into the Juniors?

	<p>SV response – yes, it will go all through both Schools and any child who still needs additional help in the Juniors will be provided with exactly the same offer as is provided in the Infants. The pre-school is also on-board with the scheme.</p> <p>Governor Challenge – how many children need additional afternoon sessions?</p> <p>SV response – in YR, 4 children are playing oral blending games, 6 children are working with sounds and 8 are re-visiting the earlier work. In Y1, only 3 children need catch-up assistance. There are 6-8 children in each class who need help bridging between the old scheme and Little Wandle.</p> <p>HT response – as the scheme has started part-way through the year, more children are currently needing interventions. The children that have been identified by Little Wandle as requiring more help, are children who we knew were behind.</p> <p>Governor Challenge – how will you know if the scheme is a success in the future?</p> <p>SV response – we teach the work in 5 week blocks and then we assess the children’s progress. Results are input into a tracker and this identifies where additional work is required. Those children who need more help are assessed every 3 weeks.</p> <p>Governor Challenge – is there consistency between the Teachers and the TAs?</p> <p>SV response – yes, the TAs are excellent and enthusiastic.</p> <p>Governors thanked SV, her husband and the PTFA for assisting with the resource materials when they arrived.</p> <p>4.41pm – SV left</p>		
6. HT’s Report	<p>The HT supplied a written report in advance of the meeting.</p> <p>NB For fluency of the Minutes, the Clerk has re-arranged the order in which some discussions took place.</p> <p>4.55pm – CR left the meeting</p> <p><u>Staff and pupils</u></p>		

Interviews for a new full-time Teacher were held today. Neither candidate needs to give notice.

A member of the Staff is taking voluntary redundancy. This Staff member will be missed.

Classes have already been planned for September and there should be single year groups in each class. When planning the classes, factors such as ability, friendships and age have been taken into account. A high-level of need is due to come into the Infants in the next academic year. This will include some children who are not best suited to mainstream schooling. After half-term, a meeting will take place with the Inclusion Advisor. Additional support and funding will be sought from the Local Authority (LA).

Governor Challenge – how long can you see single year groups in classes continuing?
HT response – it depends on numbers, but I will try to keep single year groups in place for as long as possible.

Attainment and progress

SATS week went smoothly and out of 45 pupils, over 30 children came into School for breakfast every day. 3 children did not sit the tests due to illness. The children were relaxed and feedback received was good.

Governor Challenge – do you have any idea how the tests went?

HT response – lots of the children finished both the reading and the grammar, punctuation and spelling test. Most children seemed to do well. 1 of the maths papers was a “stinker”, although the other papers were reasonable.

Governor Challenge – does how the children start their day make a difference to learning? Should we offer breakfast every day?

HT response – staffing is the main issue, as people would need to be paid for their time. Governors discussed the possibility of offering breakfast to pupils.

Since January, some pupils have had access to 15 weeks of tutoring. The younger children have engaged better than the older children, who have showed a more intermittent commitment. The Infant’s children have only undertaken 30 minutes of tutoring a week, but they have made progress. This has not been sufficient to make an appreciable difference to the data.

Finance

The Red Amber Green rating from the LA has improved. However, some items take a while to turn from amber to green, for example, the HT is still classed as being new in post, so this is rated as amber.

Premises

The HT met with the Buildings Development Team and was informed that, some time ago, the Junior School had been granted s106 funding of £190k. [A section 106 agreement is an agreement between a developer and a local planning authority about measures that the developer must take to reduce their impact on the community] The developer who is due to pay this money has been in touch to ask when the money will be spent. Although the money cannot be spent on improving the condition of the buildings, it can be spent on re-purposing and re-developing rooms. The HT is considering an open area, a cookery room and developing the IT suite, so that the School has an “immersive learning environment”. The money has to be spent by September 2024, so the HT has already received pitches from 3 companies. A report will need to be written, detailing the anticipated spend and the money will then be allocated in instalments.

An email has been sent to the pre-school, giving notice that a building review will take place over 2 weeks in the Summer Term.

Leadership

The new PTFA are very keen and thorough. The HT has assisted with ensuring that documents such as risk assessments are in place for future events. Governors discussed the remit of the PTFA. Governors stated that this is a positive addition to School life, as the PTFA will add value to both Schools and raise additional funds for the children.

Curriculum

Governors discussed Cornerstones and the lack of progression contained within its Curriculum.

	<p><u>Data</u></p> <p>The HT uploaded data reports to Governor Hub prior to the meeting.</p> <p>The data appears to be in-line with the results of other schools. There have been some minor improvements and some small declines. Y1 and Y2 have lower progress since the start of the academic year, although attainment is higher.</p> <p>Y1 progress across the 3 subjects ranges from 42.9% to 48.6%, whereas attainment ranges from 62.9% to 71.4%</p> <p>Y2 progress across the 3 subjects ranges from 10.3% to 24.1%, whereas attainment sits at 65.5% for all subjects.</p> <p>Y3 has lower progress than attainment and Y4 shows a similar picture. There is a lag due to Covid and tutoring is in place across both Schools.</p> <p>Y5 and Y6 sees more of a match between the progress and attainment, with results improving.</p> <p>Governor Challenge – if Ofsted came into School next Term, what is your sense of how they would react to the progress?</p> <p>HT response – if they visited the Infants, then I would be fairly confident. The Curriculum is strong. The inspectors would see a clear vision and structure. Progress can be tracked, there is consistency, behaviour is good and the children are engaged. Rather than viewing data, Ofsted inspectors now look at the work carried out and they talk to the children. However, the Curriculum is not so strong in the Juniors. Work to improve the Curriculum is ongoing and this should be in place for the start of the next academic year.</p>		
7. Safeguarding and attendance	<p>Information about safeguarding and attendance was provided in the written HT report.</p> <p>A grooming incident occurred. The HT directed the concern to the child's Social Worker.</p>		
8. Premises	See item 6 above		

9. Finance	Details were provided in the HT written report.		
10. Governors	<p><i>10.1 Training</i> The Clerk will add the 10 minute Phonics session to Governors' training records.</p> <p><i>10.2 Monitoring visits reports</i> Not discussed</p> <p><i>10.3 Challenge Day feedback</i> No recent Challenge Day</p>	AP2. Add Phonics to training records	RBL
11. Policies and Procedures	<p>Governors agreed to accept the following Policies:</p> <ul style="list-style-type: none"> • E-safety • IT Acceptable Use • Intimate Care 		
12. Meeting reflection	<p>The Chair enquired how the FGB compares to those of other schools. The Clerk said that all of her GBs are similar, but that it is difficult to engage Governors in monitoring and training. This is important as Ofsted will take monitoring and training into account when assessing Governor's engagement with the School.</p> <p>Governors were happy for this section to be removed from future Agendas</p>	AP3. Remove meeting reflection from future Agendas	RBL
13. AOB	Governors discussed how meetings should progress going forward. This will be an Agenda item at the next FGB meeting.	AP4. Add meeting times and format to next Agenda	RBL
	<p>The meeting closed at 5.56pm.</p> <p>Next FGB meeting:</p>		

	Thursday 21 st July 2022 at 4pm		
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Signed by The Chair	On
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