



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 24th May 2023 at 4.00pm

Name	Initials	Role	Present / Apologies / Absent
Lizzi Angel	LA	Staff	Present
Dean Crosbie	DC	Parent	Apologies
Lauren Gardiner	LG	Co-opted	Present
Julia Hawkins	JH	Vice Chair, Co-opted	Present
Annette McMylor	AM	Co-opted	Present
Anthony O'Connor	AOC	Co-opted	Present
Clive Sillitoe	CS	Chair, LAu	Present

Karen Wacey	KW	Parent	Apologies
Bradley Young	BY	Head Teacher	Present
Rebecca Blakeway-Long	RBL	Clerk	Present

		Action	By whom
1. Opening formalities	<p><i>1.1 Apologies and attendance</i> The Chair welcomed all to the meeting and noted the above attendance.</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. Governor membership	<p><i>2.1 1 x Parent Governor vacancy</i> Carry forward to September</p>		
3. Minutes of meeting dated 23.3.23	<p><i>3.1 Refer to Action Point List</i></p> <p><u>23.3.23</u> AP1 – c/f AP2 – completed AP3 – completed AP4 – completed AP5 – completed AP6 - completed</p> <p><i>3.2 Agree the Minutes</i> Governors agreed the Minutes.</p>		

	<p>3.3 <i>Sign the Minutes</i> The Chair will sign the Minutes.</p>	AP1. Sign the Mar Minutes	CS
4. Report from Subject Leader	<p>Simon Yaxley (SY), assisted by LA, gave a presentation on writing. As Teacher feedback on writing had been seen as labour intensive and lacking impact, LA spent time with Jane Considine, looking at, amongst other things, alternative ways of improving the children’s writing. This has resulted in a verbal model of feedback. Whilst the children work, Teachers circulate around the classroom and comment on the writing as it is in progress. A bubble can be placed in the book margin, with a comment. The child can then review their work and put a dot within the bubble, to show that an amendment has been made.</p> <p>Independent writing will involve looking at a text, sentence stacking and completing supported writing in chunks, based on Teacher modelling. After 9 to 12 lessons, the children will then try to produce their own independent writing, using the skills learnt. The approach to Y6 work has to be much more “hands off”, as the children need evidence to support their independent writing assessments. Only minimal marking and scaffolding are used, so that when the child’s work is moderated, it is seen as being independent.</p> <p>As well as the general feedback, Y3 children are provided with success criteria, which model what the child needs to do in their work. As the children move through the year groups, this criteria is reduced, so that by the time the children reach the beginning of Y6, they have broad guidelines, which are removed by the Summer Term. Y6 are allowed to work in mixed ability pairs, so that a more able pupil can support a less able child.</p> <p>In addition to the success criteria, a “writing laundry” is employed. This is a checklist of features to be included in a piece of work. A lot of preparation is put into the Y6 planning process to ensure that the pupils have all the features that they will need.</p> <p>Governor Challenge – how confident are you about this year’s moderation?</p>		

	<p>SY response – LA and I are about to look at the Y6 books as soon as we leave this meeting. I am much happier that we now have a secure evidence base for this year’s moderation.</p> <p>Governor Challenge – what were your feelings on this year’s SATS papers?</p> <p>SY response – I think that the spelling and grammar paper was fair, but the reading paper was hard. One of the reasoning papers was tricky and the papers contained questions that could catch the children out. However, I am confident that most of the children will achieve their expected results.</p> <p>LA response – the papers did not start with easier questions and then build up, they went straight into more difficult questions. A significant number of children were not able to complete the papers and this left some of them quite upset.</p> <p>The Chair thanked SY and LA for their presentation and they left the meeting.</p>		
5. HT’s Report	<p>The HT uploaded a written report to Governor Hub in advance of the meeting.</p> <p><u>Attendance</u></p> <p>There has been a recent influx of holiday (unauthorised absence) requests. A number of families are kept under constant review and attendance letters and fixed-term penalties have been issued. The attendance reward trip to the cinema at the end of term has been arranged. The criteria for those children who will be invited has not yet been finalised.</p> <p>A big positive has been the use of a sensory circuit at the beginning of the day in the Juniors. This allows more anxious children to spend 10 or 15 minutes calming down and preparing for lessons. A refuser comes in on a regular basis, simply to take part in the sensory circuit. The Nest team have also incorporated sensory work into their timetable.</p> <p>4.34pm – LA arrived back in the meeting.</p> <p><u>Finance</u></p>		

Budget Rev 1 is due to take place on 19 June. The figures may be affected by an increase in pay.

Staffing

This item is subject to a confidential Minute.

A high level TA (HLTA) has been appointed at the Juniors. The HLTA is a language specialist and a significant improvement in languages has already been seen.

Special educational needs and disabilities (SEND)

The level of SEND need in the Infants is a concern and has already impacted on Staff wellbeing. Some pupil premium funding might be allocated to employ an additional team member to assist with SEND. AM and LA are due to undertake SENDCo training and a TA will be trained in SEND support.

Governor Challenge – do children with an education health care plan come with additional funding?

HT response – not always. In any event, the amount of the funding received is insufficient to pay another salary and delays in funding mean that appropriate provisions cannot always be immediately put in place. AM and I are due to look at the Local Authority (LAu) Indes forms in order to try to secure more SEND funding.

Governor Challenge – if a child who is due to join the School has profound need, do you tell the LAu that you will not accept the child?

HT response – a parent will name a preferred school in the EHCP. A letter is then sent to the HT, giving them 15 days to respond. Previously I have responded, stating that the School is not suitable for the child, but I have been informed that we simply have to accept the child. This even occurs when specialists have written reports stating that mainstream education is not suitable for the child.

Governor Challenge – do parents do anything to get the child into a more suitable setting?

HT response – yes, some parents fight to get their child into a specialist setting and, in a current case, the family has been rejected once and is now waiting for a tribunal. Some children require isolation spaces. This means that they need a tent in a separate room,

overseen by a separate member of the team. If the School has to accept 3 or 4 children requiring isolation spaces, there are insufficient spare rooms and not enough Staff to provide this space. Recruitment is also an issue, as this is a job for a specific type of person.

Governor Challenge – do you think that this is only affecting Norfolk or is it national?

HT response – Norfolk has been directed to improve its SEND in the past, but I presume that the issue is national.

Governor Challenge – why are the children not placed in specialist resource bases (SRB)?

AM response – I spoke to an SRB at another school and they informed me that all their spaces for September 2023 are full and that it is likely that all the spaces for September 2024 have already been taken.

Governor Challenge – what about alternative provision?

HT response – there is that option, but it is not very suitable for younger children. Governors discussed SEND in the School.

Data

Progress is good across the Juniors. It is not possible to compare cohorts year on year, as every year is different. However, Ofsted was happy with the work that is being carried out.

Y3 attainment is a concern. This group has seen a lot of term-time holidays and the children appeared to regress over the last summer holiday.

Y4 is a very big class. There has been a lot of input from Teaching Assistants (TA), tutoring has taken place and good progress has been made. The multiplication checks are due to take place soon.

Y5 has 7 pupils out of 24 on the SEN Register. 2 children are at SRBs. However, despite these challenges, the cohort has progressed well and lots of learning has taken place.

Governor Challenge – what are your thoughts on the SATS?

HT response – I had a quick scan of the spellings and they appeared to be pretty good, so I am hoping that this is an indicator generally. In reading, the children can pass just on the first 2 texts. There were some tough questions and there was some ambiguity.

	<p>The second reasoning paper was easier than the first. The papers do not get progressively harder. For example, they can start with a Y6 question and end with a Y3 question.</p> <p>Governors discussed the use of ambiguity in the questions.</p> <p>The data for the KS1 writing moderation has just been submitted and the KS2 moderation will take place on 21 June.</p>		
6. Safeguarding and attendance	<p><i>6.1 Safeguarding</i> CPOMS is now operational, so that Staff training can take place over the rest of the term. It will go live from September 2023. The system can collate all information such as SEND, safeguarding and attendance and it can transfer the information between schools electronically.</p> <p><i>6.2 Attendance</i> See item 5 above.</p>		
7. Premises, H&S, GDPR and security	<p><i>7.1 Premises</i> Permission has finally been granted for the immersive classroom, so this should be installed over the summer holidays. It will be a unique selling point for the School and it should enhance the curriculum. New lighting will also be fitted over the summer holidays. The exterior of the Juniors is currently being decorated.</p> <p><i>7.2 H&S</i> N/A</p> <p><i>7.3 GDPR and Cyber security</i> N/A</p> <p><i>7.4 Themed audits – if any</i></p>		

	None		
8. Finance	<p><i>8.1 Budget</i> Discussed under item 4.</p> <p><i>8.2 Pupil and Sport's Premium</i> See HT written report.</p> <p><i>8.3 Any other funding</i> None</p>		
9. Governors	<p><i>9.1 Training and CPD</i> JH and CS will each complete another finance training module. CS was due to undertake cyber security training, but this was cancelled and will be re-scheduled.</p> <p><i>9.2 Monitoring visits</i> JH monitored SEND and will re-visit the School after half-term. JH also looked at safeguarding in both Schools and she will look at the Single Central Record after half-term.</p>		
10. Policies and Procedures	<p>Governors agreed to ratify the following Policies:</p> <ul style="list-style-type: none"> • E-safety • Intimate care • IT acceptable use 		
11. AOB	<p>Governors agreed to the School uploading the following statement on Governor diversity to the School websites:</p>	AP2. Upload diversity statement to School websites	HT

	<p>“As we are a small Governing Body, we do not feel that it is appropriate to report on personal information relating to diversity. At The Ormesby Village Schools Federation, we believe that when people feel respected and included, they can be more creative, innovative and successful. While we have more work to do to advance diversity and inclusion, we are working to move our School forward”.</p>		
12. Agree next FGB dates and format	<p>Next FGB meetings, all at 4pm: Thursday 13th July 2023</p> <p>The Chair thanked everyone and the meeting closed at 5.44pm.</p>		

Signed by The Chair	On
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