



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 8th December 2022 at 4.00pm

Name	Initials	Role	Present / Apologies / Absent
Lizzi Angel	LA	Staff	Apologies
Carla Brightman	CB	Co-opted	Absent
Dean Crosbie	DC	Parent	Present from 4.20pm
Lauren Gardiner	LG	Co-opted	Present
Julia Hawkins	JH	Vice Chair, Co-opted	Present
Annette McMyler	AM	Co-opted	Present
Anthony O'Connor	AOC	Co-opted	Apologies
Clive Sillitoe	CS	Chair, LA	Present

Karen Wacey	KW	Parent	Apologies
Bradley Young	BY	Head Teacher	Present
Rachel Holt	RH	Junior's History Lead	Present until 4.35pm
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> The apologies were accepted. The Chair will contact CB in respect of her membership of the FGB.</p> <p><i>1.3 Pecuniary Interests relating to an Agenda item</i> None</p>	AP1. Contact CB	CS
2. Governor membership and Instrument of Government (IoG)	<p><i>2.1 Update on the revised IoG</i> The Clerk said that she had submitted the revised IoG to the local authority (LA). She received an email in reply, but the IoG has not yet been approved.</p> <p><i>2.2 Note the 6 vacancies under the existing IoG</i> Governors noted the vacancies.</p>		
3. Minutes of meeting dated 12.10.22	<p><i>3.1 Refer to Action Point List</i> <u>11.7.22</u> AP3 – completed AP4 – see item 10.1.1 below <u>12.10.22</u></p>		

	<p>AP1 – Clerk to check AP2 – Clerk to check AP3 – Clerk to check AP4 – completed AP5 – Clerk to check AP6 – Clerk to chase AP7 – completed AP8 – completed</p> <p><i>3.2 Matters arising</i> None</p> <p><i>3.3 Agree the Minutes</i> Governors agreed the Minutes</p> <p><i>3.4 Sign the Minutes</i> The Chair will sign the Minutes.</p>		
4. SLT presentation on History	<p><i>4.1 10 minute talk on the Infant's</i> The Infant's Subject Lead was unable to attend due to sickness. The HT uploaded her presentation to Governor Hub.</p> <p><i>4.2 10 minute talk on the Junior's</i> RH shared her PowerPoint presentation on the screen. A new curriculum is in use, where the children are taught a particular area of history for a 3 week block. Teaching is carried out over 2.5 afternoons each week. Teachers are linking the learning through to other subjects, such as computing and guided reading. The children use a wide range of sources of evidence, they consider enquiring questions and draw their own conclusions. As a result, the children's knowledge and understanding has expanded. The pupils are working as historians.</p>	AP2. Sign the Oct Minutes	CS

The curriculum intent is aspirational, giving the children opportunities to build their substantive knowledge and understanding. Planning is more focused, looking at the information that needs to be imparted in order to reach the end point of the learning segment. Historical language is used, the learning is coherent, sequenced and wide ranging. The children are able to build on their previous learning. The children engage in a variety of activities, both collaboratively and independently.

4.20 pm – DC joined the meeting.

The curriculum is implemented using enquiry based methods, with the children knowing key dates and understanding the impact of the events being taught.

Y5 has visited Hampton Court in order to learn about the Tudors, Y4 has visited Colchester Castle and Y3 had an in-school session, looking at stone-age tools.

The impact of the curriculum is measured by the use of assessment grids, pupil voice, looking at books and practical activities.

In Y3, 63% of children are at the expected standard (ES) and 19% are at greater depth (GD).

In Y4, 81% of pupils are at ES and 14% are at GD.

In Y5, 64% are at ES and none are at GD.

In Y6, 76% of children are at ES and 13% are at GD.

The pupil's progress is monitored at Staff meetings, by looking at the children's work and from feedback from the Teachers. Lesson drop-ins are planned for next term.

Plans are in place to further develop the curriculum by the use of retrieval quizzes, working collaboratively with the Infant's and by aiming towards a Quality Mark for history.

Governors thanked RH for her presentation.

Governor Challenge – how do you decide which big events should be taught?

RH response – we use the national curriculum and follow that chronology. In the new year, we plan to look at world history.

	<p>Governor Challenge – as the children follow the chronological order, do they have the opportunity to link back to previous eras? RH response – at the start of each topic, they look at a timeline, adding in years. The children are becoming much better about dating events on a timeline.</p> <p>Governor Challenge – are all Teachers able to articulate the intent? RH response – some Teachers are better than others. I need to ensure that all members of the team are able to talk about the intent.</p> <p>Governor Challenge – what is in place for those children who are not yet at ES? Are these children being stretched? RH response – as the work is taught in a 3 week block, if a child misses a week or two due to illness or holidays, they miss most of the learning. Quite a lot of the children who are not at ES have been absent from School.</p> <p>Governor Challenge – there have been a lot of changes to the way history is being taught. What sense do you have that the pupil’s perception of history has improved? RH response – 18 months ago, the children did not understand the concept of history. Now the children know so much more about the subject and can talk about what they have been studying.</p> <p>Governor Challenge – what is the Staff’s perception of history? AM response – the Staff have become much more focused on the children as historians. They enjoy teaching in 3 week blocks. When a child has a keen interest in a specific area of history, this in turn encourages enthusiasm in the other pupils.</p> <p>4. 35 pm – RH left the meeting.</p>		
5. HT’s Report	<p>The HT issued surveys to both parents and pupils. Around 40 parental responses were received from each School.</p> <p>In the Infant’s, 93% of answers were positive for all questions, 3 parents responded in a negative way to some of the questions, 98% stated that their child/ren was/were happy and 1 parent said that their child had not yet settled. The Staff were asked to contact the parents concerned.</p>		

	<p>In the Junior's, 90% of answers were positive for all questions. 1 parent said that their child was not happy. This child has mental and emotional need and struggles to leave their parent in the mornings. Another parent said that their child thinks that their Teacher does not like them. The Teacher was asked to speak with this child. One parent had an expectation that someone would watch their child before School starts in the morning. It was explained that, although there is usually a member of Staff outside, responsibility for the children lies with the parents before the start of the day. Another parent was concerned about the fairness of their child being encouraged to stay in School when they were anxious, whereas another child was absent. AM praised the parent for the resilience of her child.</p> <p>74 responses were received from the Junior children. It was apparent that the children did not understand some of the questions. Teachers are due to speak to their classes in order to unpick the reasons for the answers.</p> <p>Governors discussed the recent outbreak of Strep A.</p> <p>VNET visited both Schools in order to carry out a deep dive into reading. The report highlighted that reading in the Junior's requires improvement and a plan is now in place to progress this area. VNET will continue to support the Schools going forward. This item is subject to a Confidential Minute.</p>		
6. Ofsted pack	Governors thanked the HT for producing a comprehensive Ofsted pack.		
7. Safeguarding and attendance	<p><i>7.1 Safeguarding</i></p> <p>JH informed Governors that she has completed both safeguarding and special education need and disabilities (SEND) monitoring. The safeguarding processes in the Schools are very efficient and focused, with all documents being up-to-date.</p> <p><i>7.2 Attendance</i></p> <p>Not discussed</p>		

<p>8. Premises, H&S, GDPR and security</p>	<p><i>8.1 Premises</i> The architect has visited the School and suggested that work on the project should continue, despite the suggestion that it should be delayed. The estimation for completion of the works is the end of the year.</p> <p><i>8.2 Staffing</i> Discussed elsewhere.</p> <p><i>8.3 H&S</i> Not discussed.</p> <p><i>8.4 GDPR and Cyber security</i> Not discussed.</p> <p><i>8.5 Themed audits – if any</i> None.</p>		
<p>9. Finance</p>	<p><i>9.1 Budget</i> The Infant School Budget shows a surplus in year 1 and year 2. By year 3, the Budget is in deficit. An additional team member was not recruited, as some SEND funding was not received in time for the beginning of term This SEND funding has now been received and has helped to create the surplus. This item is subject to a Confidential Minute.</p> <p><i>9.2 Pupil and Sport's Premium</i> Not discussed</p> <p><i>9.3 Any other funding</i> Not discussed</p>		

<p>10. Governors</p>	<p><i>10.1 Training and CPD</i> AOC is booked onto Relationships Sex and Health Education training. CS has booked onto several training courses.</p> <p><i>10.1.1 Mandatory safeguarding training</i> The Clerk asked all Governors to complete mandatory safeguarding training. The HT will send a training link to Governors.</p> <p><i>10.2 Monitoring visits reports</i> JH carried safeguarding and SEND monitoring. She is due to visit the Infant's on 19.1.23 and the Junior's on 24.1.23 in order to carry out more SEND monitoring.</p> <p><i>10.2.1 Single Central Record check</i> See item 7.1 above.</p> <p><i>10.2.2 Challenge Day</i> JH and AOC visited the Infant's and the Chair visited the Junior's. JH stated that she looked at history, geography and music. The children were very enthusiastic, the geography teaching was exciting and pupil voice was positive. JH also spoke to a number of Teachers. Governor Challenge – it is difficult to understand how different subjects are assessed. HT response – no 1 method of assessment works for all subjects. Pupil Asset could be used for assessment, but it would be difficult to set up. The block system of working does make it easier to keep track on when assessments should be completed. The Chair informed Governors that he saw some interesting work being carried out. The children were engaged and excited, they knew what they were doing and why they were doing it. The rooms were attractive, display boards had been changed and the children were well behaved. The Chair had some good conversations with the Teachers. Governor Challenge – it is also difficult to understand assessment in the Infant's. HT response – in the Infant's, a lot more assessment is carried out by making observations.</p>	<p>AP3. Send out safeguarding training link</p> <p>AP4. Complete safeguarding training</p>	<p>HT</p> <p>All</p>
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	Governors discussed the wellbeing of the TAs.		
11. Policies and Procedures	<p>Governors agreed to ratify the following Policies:</p> <ul style="list-style-type: none"> • Charging and remissions • H&S • PSHE/RSHE • Governor allowances • Supporting pupils with medical conditions • Teacher's pay 		
12. AOB	None.		
13. Agree next FGB dates and format	<p>Next FGB meetings, all at 4pm:</p> <p>Thursday 9th Feb 2023</p> <p>Wednesday 24th May 2023</p> <p>Thursday 13th July 2023</p> <p>The Chair thanked both Staff and Governors and the meeting closed at 5.58pm.</p>		

Signed by The Chair	On
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