



Learning is ACE

Astley Primary School



Learning is ACE

Astley Primary School  
Minutes of the LGB held at the school on 11th March 2025  
on the school premises.

| Governors Present:  |   | Other Persons Present: |                                 |
|---|---|------------------------|---------------------------------|
| J Goakes  | Headteacher   | C Peacock              | Clerk                           |
| G Pickhaver   | Chair - Trust Appointed Governor  | J Dart                 | Staff                           |
| F Anderson  | Staff Governor  | K Hamilton             | Staff                           |
| K Cornish   | Parent Governor   |                        |                                 |
| J Blaker  | Trust Appointed Governor  |                        |                                 |
| K Andrews   | Trust Appointed Governor  |                        |                                 |
| H. Pegg   |   |                        |                                 |
| M. Hodge  |   |                        |                                 |
|   |   |                        |                                 |
|   |   |                        |                                 |
| Key:  |   |                        |                                 |
| FSM   | Free School Meals   | LL                     | L Lee - CEO Synergy MAT         |
| RWI   | Read, Write, Inc  | RW                     | R Watton (Estates Manager)      |
| SEN   | Special Educational Needs   | RL                     | R Lord (Deputy CEO (Primary))   |
| NOR   | Number on role  | J Cla                  | J Claxton (Director of People)  |
| SLT   | Senior Leadership Team  | Green text             | Governor challenge / support    |
| EYFS  | Early Years Foundation Stage  | Blue text              | School response to challenge    |
| MAT   | Multi Academy Trust   | Red text               | Governor decision               |
| LGB   | Local Governing Board   |                        |                                 |
| PST   | Pastoral Support Team   |                        |                                 |
| SEMH  | Social, Emotional and Mental Health   |                        |                                 |
| EHCP  | Education, Health and Care Plan   |                        |                                 |
| PAN   | Pupil Admission Number  |                        | * documents available on Govhub |
| A Meeting of the Local Governing Body of Synergy Multi Academy Trust on<br>Tuesday 11 <sup>th</sup> March 2025 at 4.30pm at the school. |   |                        |                                 |
| Agenda no.  | Item  |                        |                                 |
| 1   | <p>i. Apologies</p> <p>Apologies were received from C Newstead and S Warricker.</p> <p>Proposed by KA, seconded by KC</p> |                        |                                 |

|   |  |
|---|--|
|   | <p><b>ii. Quorate check</b></p> <p>Clerk confirmed the meeting quorate</p>   |
| 2 | <p>i. <u>Governors' declaration of pecuniary and prejudicial interest relating to any item on the agenda</u></p> <p>None declared</p> <p>ii. <u>Governors' annual declaration of pecuniary and prejudicial interest – (minute returns)</u></p> <p>None</p>   |
| 3 | <p><b>School Performance, Teaching and Learning:-</b></p> <p>ii. Science</p> <p>KH – Would like more engagement with local community. Outreach with parents to include Microscopy activities in summer term.<br/>Recently had a whole school interactive play, as part of the science festival.<br/>Continuing to collaborate with Reepham High school as part of their science lessons.<br/>Did an audit with RL and VNET. Raised useful points of things to look at: covering enough lessons and having evidence in books. Explicit learning happens in forest school so need to make sure they can remember the science. Focus on vocabulary work to help make words memorable and making sure the children can link the experiment to the learning (Vocabulary dice purchased).<br/>KH able to participate in a VNET conference with lots of science leads – will feed this back to teachers.<br/>Science club started up.<br/>Using knowledge organisers to map progression and create an overview for each topic for each term, for year group. What do they know and what do we want them to know?<br/>Actions – mapping out where the skills are across the topics. Looking for opportunities within each lesson. Science wheel showing 7 skills, to be up in each class. Focus on one skill per lesson. Title page to show learning objective and which enquiry type has been used along with key vocabulary.<br/>After feeding back to staff will look at staff and pupil voice to see how things are going – once things are in place.</p> <p>GP. Thank you, you've got it well structured<br/>Gov. How many children come to science club – 12, they love it.<br/>GP. Are you ok on resources – will do an audit, but no one has come and specifically said otherwise.<br/>JG – It has moved on a lot in a short space of time. VNET conference said to use recap questions to move skills on too.<br/>GP. Interesting to see link with forest school – easy for children to see science as only lab based, but good to see the outdoors and skills are transferable.</p> <p>KH left at 16:46</p> <p>i. Music and Outdoors</p> <p>JD – entered at 16:46.<br/>Music<br/>Whole staff training coming up with Charanga (music structure used) to build confidence for teachers and to avoid repetition. New curriculum will be introduced to staff to start in summer term. Would have been earlier in the year, but man doing the training had ill health.<br/>Made good connections at recent conference. Hoping to start a School of Rock – a club that can be paid for by parents. Not just learning an instrument but being in a band. Surveyed families about interest in Brass instruments. Looking like lessons starting after Easter. Cost to parents.<br/>GP – is there a scheme for providing instruments – no, but using a private teacher who teaches lessons at Reepham High school, which happened last year also.<br/>Whole school music day was a success. JD's Dad came in to teach a song in Swahili.<br/>Performed to parents in assembly.<br/>Part of new Charanga curriculum will be learning to play the Ukelele in year 4 in Spring term.</p> |

Currently have 8 (and a broken one). Trying to source funding for Ukeleles. Need another 21/22 so cost adds up.

[FA suggested another mufti day to raise money.](#)

Brass instrument called a pBuzz. Plastic instrument. Hoping to buy a set as not much more expensive than Ukelele, but Ukelele is priority.

Composing electronic music on a laptop – tried last year with year 6.

Outdoor learning

Carrying on including science. 2 hours for each class for one term each year. Bears have every week.

Had open days with parents coming in to see what happens. Survey given out

83% agreed hands on learning in forest school helped the children remember

89% said their children talk about what they've learned when they get home.

Children who struggle in class enjoy forest school.

56% said just the right amount of outdoor learning, 44% said would like more.

In discussion about balancing when each class go out. 1 parent suggested forest school for year 6 should happen after SATs.

Eco council – a group of children who help manage the grounds

Year 5 children chopped willow tunnel to the correct height. Apple day was a success. Lots of ex pupils now at high school, returned for apple day.

Wellies very helpful – JD thanked HP. Able to leave borrowed wellies by pegs for children who often forget them – saves time

Chickens doing well. Have been donated an incubator to hatch own chickens.

Sensory garden has been looking sorry for itself but looking to work on it. Good to look a little rough around the edges to encourage wildlife.

Staff who look after SEN children 1:1 have said its good to use the area. Continue surveying and monitoring and encourage staff to volunteer.

Continue to form a trust wide network – reached out to a couple of schools who have gardens or forest school

[JG. Cromer have a beach school](#) – Would be interesting to reach out.

JD thanked governors for joining today in forest school

JD left 17:01

### iii. French

FA – Started the year with European day of languages – first ACE day in the school year.

Good chance to find out what the children know.

Ace Focus day – open morning for parents to come in. Morning activity based on greetings.

Create displays in the room with bunting to show the key vocabulary.

Time learning about what is already known and where gaps are. Where is French spoken in the world? Not just France. Lots of discussions and geography skills interweaved. Lots of children surprised by how many countries speak it. Encompassed work with flags from different countries.

Different classes focused on different countries. Each teacher could decide.

Dolphins: ate pain au chocolat and painted a picture of the Eiffel Tower.

Other classes made models of the Eiffel tower.

Difficult day as no internet.

Afternoon was focused on numbers in French and played games like bingo.

Food and drink vocabulary looked at and art, such as Monet.

Finished with a story – the Hungry Caterpillar. (linked with food and drink)

Shared overview of what is taught in each class each year:

Bears – just building it in - do register including French Vocab.

Lions – looking at numbers and language for eating.

KS2 – Lots of resources on website. Use knowledge organiser and signposting to what would be most useful to teach.

Staff feedback – more CPD to do with French.

Primary languages website. Different lessons and objectives, all very clear, all sequenced. Lots of brilliant resources including lesson plans and videos, but teachers need to look at how it can be used best for their class. Upskilling staff and removes pressure of pronunciation.

Next steps looking at booklets, French learning walk, teacher feedback and children. CPD.

Continue to raise profile of French.

|   |   |
|---|---|
|   | <p>FA – any questions. None<br/>GP thanked FA.</p> <ul style="list-style-type: none"> <li>i. Predicted outcomes</li> <li>ii. Report on progress of disadvantaged pupils</li> </ul>  |
| 4 | <p><b><u>Minutes of Meeting and Action points from LGB Meeting 16<sup>th</sup> January 2025 and matters arising</u></b></p> <p>Proposed by KA, seconded by JB</p> <p><b><u>Matters arising</u></b></p> <p>Item 7 - List of governors: parent or trust appointed – Clerk has given a list to GP. Shortfall of Parent governors – need 2 more</p> <p>Item 10 - Business continuity plan: contact trust –<br/>Risk register done in October. Sent to the trust and approved. JG does not have a plan.<br/>HP - One copy must be kept off premises. Clerk to ask for some examples from the trust.</p>  |
| 5 | <p><b>Headteacher's Report* (written) to include:-</b></p> <p>Attendance<br/>Attendance at 95.03%. Persistent absentees shows improvement, whole school figure is 12%. Some are bears and school is not compulsory. Letters have been sent home with percentages and actions. Reasons such as illness, SEMH, family issues or parent has appointment and lacking childcare.<br/>GP. Are you charging for holidays – yes, if over the amount of days.<br/>GP. What is the amount of days - over 4 and a half days. This is rare<br/>KA. Do a lot go away for the week when you shut for Norfolk show – yes</p> <p>Behaviour</p> <p>Exclusion this week for physical behaviour. 1 child on a part time timetable – applied for SRB school, it has gone to panel so currently trying to make school a positive experience. Seeking advice from inclusion team and SRB as needs are high. Staffing challenging to meet these needs. Still using Pupil Behaviour Support Plans</p> <p>Staffing update – nothing to report.</p> <p>Key priorities – year 6 outcomes. Maths after school club and reading after school club with additional parent's evenings.<br/>Sharks progress – positive impact.<br/>Phonics screening improved from 40 to 50%<br/>RWI training every Thursday. LW going round regularly and catching mistakes promptly.<br/>Behaviour continuing to monitor and still needs work but happy with progress made so far – it is improving.</p> <p>Curriculum leadership development - Allocating time when possible but challenging. HLTA covering a lot of the directed time. Currently only has 2 hours used for covering.<br/>Lots of support in place for teachers.</p> <p>Trust update – Rob Watton (estates manager) has left. New appointment has been made<br/>Head of IT is retiring. Not replacing.</p> <p>OFSTED – New schedule starting in 2025. Due in November but pausing inspections, however will restart. Won't be radically different, but new framework to be released. Hopefully over summer – trialling in some schools. Main changes – wont pick 2 subjects, will look at all of it.</p> <p>Finance - Sent to governors. Clerk sent out recent management account. DFE and ESFA supporting through the process.<br/>Nothing really changed in terms of restructure –still being told it is likely to happen but still don't know who or what.<br/>GP. This company have done their first review. - Yes, and there were a lot of errors in it.<br/>GP. We need to closely monitor over the next 6 months then. - Yes, when changes happen will let everyone know.</p> |

|    |  |
|----|--|
|    | <p>Family questionnaire – low response compared to last year, but if people were unhappy, they would probably say. Most really positive.</p> <p>3 out of 45 said not happy and wouldn't recommend but these are known problems and none are major.</p> <p>Phonics – parents would like more information about RWI and groups, already in progress</p> <p>Asking for more Consistent marking of homework and reading records.</p> <p>Issue with reporting – Arbor does not yet have all the data on it as not been moved across yet. Teachers should be beginning reports now, but not sure how this will happen yet. Teachers have started writing general comments.</p> <p>Head of Fakenham junior school – collaborated how to write reports. In the interim, doing own thing – creating own spreadsheets.</p> <p>Lots of positive comments – constructive, nice comments about staff and how happy children are.</p> <p>At parents evening – talk through information sheet and hand to parents.</p> <p>Gov. That's good because normally I walk out of the meeting and have forgotten it all.</p> <p>In line with push in attainment. Aware that a child with SEND would be red, so using PIVATS to show all the information and show progress and next steps.</p> <p>Premises – no further developments on ceiling issues.</p> <p>Year 6 classroom has been painted.</p> <p>New phone system now in school. – everyone has their own voicemail.</p> <p>Progression in year 6 – pleased with what has been happening. Seeing some really big individual progress. Reading looking positive at 61% maths and 52% Reading. (in September only 9% at a level for getting expected in SATs)</p> <p>GP. In maths lesson this morning, it was very good.</p> <p>Credit to Sharks – lots of maths input and all have responded well</p> |
| 6  | <p><b>Safeguarding:-</b></p> <p>i. Monitoring of Safeguarding Policy and checklist</p> <p>Review on 20<sup>th</sup> March</p>  |
| 7  | <p><b>SEND (update)</b></p> <p>A challenging picture but lots of positives. PIVATS is being used well. Not enough staff to do the work with the children</p>   |
| 8  | <p><b>Website Compliance</b></p> <p>Debra emailed to do a website audit. SW has done an audit, LW also looking into this and almost finished.</p>  |
| 9  | <p><b>Well-being</b></p> <p>Synergy well-being group rescheduled.</p> <p>Talked about in staff meetings.</p> <p>Gov. Staff were positive earlier when met during Deep Dive Day. Staff all appreciate well-being day and enjoyed Christmas event.</p> <p>Well-being basket in staff room.</p>   |
| 10 | <p><b>Governor Deep Dive</b></p> <p>Successful. Saw lots of good things. A joy to see things have improved in terms of engagement of children. Lots of positives.</p> <p>Gov. Lots of groups everywhere but all focussed.</p> <p>Gov. Alistair was very impressed with what he saw.</p> <p>GP – Maria what did you think of your first one? – my son is really pleased to be here. Genuine care can be seen. Nice environment, nice place to be.</p> <p>There is a form on governor hub – please fill in and send to Clerk.</p> <p>GP – asked MH about responsibilities and taking over SEND from one of the governors.</p> <p>MH left 17:44</p>   |
| 11 | <p><b>LGB Governance Items:-</b></p> <p>i. Governor Visits</p>   |

|    |   |
|----|---|
|    | <p>None</p> <p>ii. Governor Training</p> <p>Had emails about ones coming up.</p> <p>iii. Governor Vacancies</p> <p>Stayed the same - need some more male governors</p>  |
| 12 | <p>i. Items disseminated by the Trust</p> <p>ii. Items to be disseminated to the Trust</p>  |
| 13 | <p><b>Policies to be adopted:-</b></p> <ol style="list-style-type: none"> <li>1. Procedure for Dealing with allegations of abuse against Teachers, other Staff and Volunteers*</li> <li>2. Harassment and Bullying Policy *</li> <li>3. Anti-bullying Policy *</li> <li>4. Code of Conduct for Staff *</li> <li>5. Attendance Policy *</li> <li>6. Behaviour Policy *</li> </ol> <p><b>Policies received and noted.</b></p> |
| 14 | <p><b>Chair's business / correspondence</b></p> <p>none</p>   |
| 15 | <p><b>Any other business</b></p> <p>Agenda says Monday for next meeting, should this be Tuesday. Yes.</p>   |
|    | <p>Date of next meeting:- <b>Tuesday 13<sup>th</sup> May 2025</b> at 16:30 (on school premises) * Documents on Governorhub</p> <p>Meeting finished at 17:47</p>   |

### Summary of Agreed Actions

| Agenda item no. | Agenda Action   | Action owner | Target date |
|-----------------|---|--------------|-------------|
| 10              | Form on governor hub to be filled in regarding DDD and sent to clerk. | Governors    |             |
|                 |   |              |             |
|                 |   |              |             |