



Learning is ACE

**Astley Primary School**  
**Minutes of the LGB held at the school on 22<sup>nd</sup> May 2023**  
**on the school premises.**

<b>Governors Present:</b>		<b>Other Persons Present:</b>	
J Goakes	Headteacher	C Patten	Clerk
G Pickhaver	Chair - Trust Appointed Governor	L Wreford	
C Sexton	Vice Chair - Trust Appointed Governor	J Coleman	
F Anderson	Staff Governor	S Denton	
C Newstead	Trust Appointed Governor		
K Andrews	Trust Appointed Governor		
K Cornish	Parent Governor		
S Warricker	Parent Governor		
A Seager	Associate Governor		

<b>Key:</b>			
<b>FSM</b>	Free School Meals	<b>RM</b>	Rob Martlew - CEO Synergy MAT
<b>RWI</b>	Read, Write, Inc	<b>RLL</b>	Richard Levell – Synergy Finance Officer
<b>SEN</b>	Special Educational Needs	<b>PAN</b>	Pupil Admission Number
<b>NOR</b>	Number on role	<b>RW</b>	R Watton (Estates Manager)
<b>SLT</b>	Senior Leadership Team	<b>RL</b>	R Lord (Executive Primary Head)
<b>EYFS</b>	Early Years Foundation Stage	<b>Green text</b>	<b>Governor challenge / support</b>
<b>MAT</b>	Multi Academy Trust	<b>Blue text</b>	<b>School response to challenge</b>
<b>LGB</b>	Local Governing Board	<b>Red text</b>	<b>Governor decision</b>
<b>PST</b>	Pastoral Support Team		
	* documents available on Govhub		

<b>Agenda items</b>	<b>Action</b>	<b>Date</b>
<p><b>1. Consideration of Apologies:-</b></p> <p>Apologies were forwarded from <b>KA</b>  <b>Accepted: SW</b>  <b>CN</b></p> <p>Welcome from <b>GP</b></p> <p><b>2. Governor's Declaration of Pecuniary and Prejudicial interest relating to any item on the Agenda:-</b></p> <p>None</p>		

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### **3. School Performance, Teaching and Learning:-**

#### **i. Design Technology**

**S Denton** presented written report to Governors.

**SD** described positive, engaging activities evidenced by Book browse.

Pupils have a good understanding and deep knowledge and books are well presented. Progressive learning is evident and confidence increasing thanks to curriculum designed to revisit and build on learning from previous years. The new curriculum is embedded into teacher's planning. Pupils are aware of their next steps in Design Technology and are becoming more confident with the evaluation of their work and can explain how they can improve.

**SD** suggested Cornerstones curriculum topics in DT would benefit from being extended to include elements of research and planning.

**GP** questioned what objects pupils had made recently. **SD** described a Y3 topic to create slippers which involved different types of stitching and Y6 topic to create electronic games which tied in with Science.

**GP** thanked **SD** for her input.

**SD** leaves meeting at 16:40

#### **ii. Life Skills / RSE**

**LW** describes how she has taken over the subject role from **E Harrold** during her maternity absence and has been continuing and maintaining the work that she has started. Cornerstones does not provide Life Skills curriculum but is a bespoke package to suit the pupils of Astley in reaction to the environment in which they live. There has been a good understanding of the subject through pupil perception. **PANTS** looks at the very important topic of safe touching. Beach safety is another local area topic that the curriculum covers.

#### **iii. P.E.**

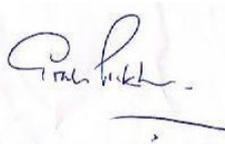
**LW** described how pupils continue with high standard of learning in P.E through use of Jasmine Real P.E. and the opportunity of sporting trips that all pupils can take advantage of during the year. **LW** described the recent Netball trip which saw both KS1 and KS2 groups winning in their categories.

Active Games week is upcoming. **LW** described how good it is to get families involved and joining pupils in school.

**LW** has applied for KS1 Schools Sports Mark at have been awarded Platinum. KS2 will attain at least Gold with categories more challenging to have fulfilled and sustained during the pandemic period. **SW** queried what the application progress involved. **LW** described an extensive application form including the description of provision in school, how much P.E time pupils receive, what other ways pupils incorporate P.E in to the curriculum, such as Active Maths, Daily Mile and Forest Schools. Also, the ways in which the curriculum challenges lower attainers and stretches higher achievers.

Swimming lessons push pupils to 25m swimmers and put water safety first i.e. the ability to survive in the water – float to live. **GP** questioned whether school pays for transport out of school budget. **LW** explained that KS1 pupils will be

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paid for out of Pupil Premium. KS2 is not covered. The Reef in Sheringham has lots of space in the pool. The hire of the large pool is expensive but necessary. **CN** queried how the more capable swimmers are stretched. **LW** responded that as swimming is a curriculum requirement it is necessary to channel lessons to those who really need it.

iv. **History**

**LW** continues to maintain work to develop History curriculum. The introduction of resources such as artefacts has made learning and teaching more immersive.

**GP** thanked **LW** for her input.

**L W**reford leaves meeting 17:00

v. **Report on Disadvantaged Pupils and Predicted Outcomes**

(See **JC's** Send report)

vi. **R.E.**

**JC** explained how she is following the Norfolk Curriculum for R.E and continuing **EH's** great work. Book Browse has taken place. Soul Space will return in June and has previously demonstrated pupil's super reflective skills. **JC** will feed back to **EH** on her return. Pupils are starting to reflect on their own beliefs. **AS** supported that **APS** community does not reflect a diverse society and therefore this area of learning is important. **JC** explained that school may choose to implement the Cornerstones R.E. Curriculum.

**CS** pointed to two new bibles in the library bought by local Church in Briston's grant for Children's Ministry, one appropriate for KS1 and KS2 and which also focus on Geographical learning. **GP** added that there are also plain text bibles for each class. **JG** expressed thanks to **CS** on behalf of Astley.

4. **SEND update:-**

**JC** delivered a written report to Governors 'SEND and Disadvantaged Update Summer 2023'

66 pupils in school assessed as disadvantaged. Pastoral Support Team is a real asset to help with disadvantaged pupils through breakfast Nurture, provision of snacks and general nurture. Slight increase in applications for Free School Meals, but all pupils are able to access snacks / food through Nurture no matter what category they fall into as many families are just above the threshold and have the potential to fall through the gaps. Progress of Disadvantaged pupils continues to be monitored and **JC** wishes to see attainment increased.

Increase in EHCP pupils. **GP** questioned whether the proportional picture of Disadvantaged pupils looks the same as other local schools. **JC** responded that this particular comparison has not been made although there is a general increase in Disadvantaged pupils at **APS**. **CS** questioned whether this increase puts more pressure on teaching staff. **JC** responded that only some disadvantaged pupils are high level need / SEND. Where there is an overlap, support is put in place.

**CN** questioned how the balance of need for Disadvantaged effects the rest of the class. **JC** responded that this didn't necessarily follow. Awareness of need is critical. **GP** queried how catch-up recovery premium money was spent. **JC** explained that

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this was given out to each curriculum lead and was monitored and spent over the summer of covid.

**CN** questioned whether the SEND attendance rate was different to other pupils. **JC** responded that there wasn't a significant difference. **SW** questioned how high levels of SEND impacts school. **JC** explained that staff approach this with good planning and quality first teaching e.g. challenge 1,2 and 3. **FA** supported how this was achieved in Mastery approach in Maths.

**INDES** (Individual Needs Descriptors in Educational Settings) has been requested by County as a way of allocating funding fairly and to give equal provision across Norfolk schools. **JC** explained that staff have assisted by completing forms for each class. All these have now been completed. Speech and Language flagged as an area of significance.

**IPSEF** (Inclusion and Provision Self-Evaluation Framework) is also in progress. **JC** to continue to monitor provision for Disadvantaged pupils and assess impact of Pupil Premium strategy linked to intended outcomes. Continue to monitor SEND provision – Pupil Passport monitoring, data analysis. Purchase resources to support individuals / groups. Continue to liaise with staff regarding SEN needs and provision.

**CN** queried **JC's** workload. **JC** answered that she is busy but has a day out of class a month to dedicate to SEND. **JG** supported that the work can come in waves. **CN** queried whether other members of staff could help with some of the workload. **JC** supported that office staff assist in contacting parents and making appointments and sending out Pupil Passports. **SW** questioned whether there was a maximum amount of pupils that a SENDco would be able to deal with on their own. **AS** supported that some schools do have a Deputy SENDco. **JC** responded that she has organised regular SENDco meetings across the Trust. She is also part of the Well-being Synergy Group which meets regularly.

**GP** thanked **JC** for her feedback to **Govs**.  
**JC** leaves 17:15

**AS** leaves meeting at 17:05  
**AS** returns 17:10

**5. Minutes and Action points from LGB Meeting 13<sup>th</sup> March 2023 and matters arising:-**

The Minutes of the meeting held on 13<sup>th</sup> March 2023 previously circulated were discussed as an accurate record.

Proposed: **SW**  
 Seconded: **CN**

**Action Log:-**

Agenda Item no.	Status / Comments	Action Owner / date
3.5	Report on Progress of Disadvantaged pupils and predicted Outcomes to be on agenda for next meeting 22 <sup>nd</sup> May.	<b>Actioned</b> <b>See item 3.3</b>

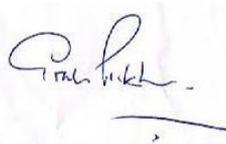


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		<b>CS</b> to conduct full Safeguarding Audit 19 <sup>th</sup> October at 11a.m.	<b>Actioned</b>						
<b>4 / 3 / 9.1 &amp; 12.2</b>		Guidelines need to be established for online searches for short-listed candidates.	<b>JG awaiting guidance. Ongoing</b>						
<b>10</b>		<b>Clerk</b> to amend Governor responsibility sheet to reflect changes.	<b>Actioned</b>						
<b>11.2 a</b>		<b>GP / KC</b> to investigate potential new Trust Governor	<b>Closed</b>						
<b>11.2 b</b>		Governors reminded of the upcoming Trust-wide Governor training - Tuesday 14 <sup>th</sup> March 'Knowing Your School and Ofsted.' All <b>Govs</b> should have emails with course materials and links.	<b>Closed</b>						
<b>13 a</b>		Policies to forwarded to office	<b>Actioned</b>						
	<b>b</b>	Attendance Policy to be submitted at next meeting.	<b>Outstanding</b>	<b>Clerk / C Lord</b>	<b>a.s.a.p.</b>				
<b>Matters arising:-</b>									
<b>11.2 a</b> Advertisements for new Governors had not yielded results. <b>Govs</b> discussed need for new members and were encouraged to forward any new names as potential candidates.									
<b>11.2 b</b> <b>CS, KC</b> and <b>CN</b> commented on training attended on 'Knowing your School and Ofsted' and 'Effective Governance.' <b>CS</b> felt the course 'Effective Governance' was useful and 'Knowing your School and Ofsted' was less relevant to those schools who had just had a recent Ofsted. The courses were long and therefore a big time commitment. <b>KC</b> found the courses useful, especially 'Effective Governance.'									
<b>6. Headteacher's Report:-</b>									
JG delivered a verbal report to Governors which included:-									
<table border="1"> <tr> <td><b>NOR</b></td> <td><b>213</b></td> </tr> <tr> <td><b>Attendance</b></td> <td>91.00%</td> </tr> </table>						<b>NOR</b>	<b>213</b>	<b>Attendance</b>	91.00%
<b>NOR</b>	<b>213</b>								
<b>Attendance</b>	91.00%								
JG delivered a verbal report to <b>Govs</b> .									
<b>Attendance</b> Attendance for current term 91%. There had been lots of illness with a particularly nasty bug circulating through all years groups. However, communication regarding illness is better and pupil lateness has improved. Incentives are starting to have impact. A recent high number of holiday requests have been made which will result in unauthorised absences and affect attendance figures.									

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**JG** has heard very positive comments regarding the Attendance Wheel and stickers used on a weekly basis as an incentive and raised attendance profile. **KC** questioned whether vouchers for prizes came out of school budget. **JG** responded that initially they had but in future could come out of Pupil Premium.

#### **Premises**

Ocean Room refurbishment has finished and pupils and staff have begun using the room.

**M Hunt** is currently under an investigation which is moving forwards. Cover has been arranged in school.

#### **Staff**

**L LeRose** has completed her secondment as **SLT** and **L Wreford** continues hers. **JG** reported that this has been positive on an operational level and has made a big difference and empowered these members of staff. **JG** will look to how this experience will be taken forward in September.

**LLR** will take a sabbatical in September for 1 year period and indicate her intention to return by March 2024.

**S Denton** will leave at the end of term to go to Sheringham Woodfields Special School. **JG** reported that teacher recruitment interviews would take place on 23<sup>rd</sup> May.

**B Morant** and **J Sayer** are both completing HTLA training and are currently completing OU teaching degrees.

x2 new TAs in post.

**D Canty** to assist in PST

**F Broughton** to become 1:1 after half term.

**AS** in Y3 Monday and Tuesday and this had had an impact on **SLT** time however the impact in class is very positive and whilst **AS** has his Synergy role as well the current situation is temporary.

#### **Curriculum:-**

Cornerstones training sessions have taken place during twilights and there will be a whole day dedicated to Cornerstones in June. Teachers are already using and trialling lessons.

There will be the opportunity for a subject leadership restructure and redistribution for September to consider skills and interests. **ECTs** would be encouraged to take subjects to lead with support.

English curriculum – **AS** to investigate options for a Trust-wide scheme for English. Trials of 'The Literary Curriculum' have gone well. Other option is 'Pathway to Write' which offers good detail. Both are based around great books. **AS** plans a slow roll out and trials over the next two years here at **APS** and at other schools on choice.

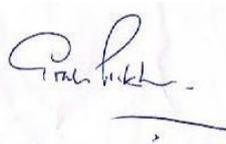
Key stage 1 moderation (year 2) will happen via county this summer term.

#### **Trust Update**

New CEO Louise Lee will visit schools before September.

Well-being meetings take place across the Trust.

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Maths meetings take place across the Trust.

### Safeguarding

- x1 family Early Help
- x2 Families FSP (Family Support Process)
- x1 EHAP (Early Help Assessment and Plan)
- x2 Section 17
- x1 Child Protection

**JG** explained that new JAG meeting system enables agencies to meet without families present. This can make meetings more effective and efficient and helps prevent stalling in the process of assessment of need and support.

Other pupil issues are identified early through **PST**.

x1 pupil Exclusion has been upheld.

**PST's D Canty** has introduced new sensory circuits roll out to good effect. Pupils are now engaging and this is having impact.

### Admissions:-

- x39 pupils have applied to **APS** for September intake (9 over).
- x3 Appeals ongoing through County.

**GP** questioned whether there was any justification for increasing admissions.

**JG** explained that school would need two classes and the costs involved are prohibitive to budget constraints. **AS** added that admissions are down elsewhere in County and **APS** bucks the trend. Briston pre-school / Nursery is also full and in high demand.

**GP** queried whether County could force extra pupils at **APS**. **JG** responded that **EHAP** pupils could be with a roll of 32 with exceptions. **CN** added that some pupils may not come in September in the end. **GP** suggested further consideration of costings and a revisit of item in future meeting.

**JG / GP** a.s.a.p.

**JG** informed **Govs** that an issue with Trust Finance team will be resolved this week.

**GP** questioned whether there had been any recorded incidents in school of bullying or racism. **JG** responded that any cases are recorded at the end of the year to County. Anti-bullying Week is conducted each academic year.

No GDPR breaches reported.

**CS** raised subject of gender issue discussion within other local schools. **JG** acknowledged awareness and responded that open discussion takes place during Life Skills lessons. x1 pupil as a result of these lessons had raised an issue with their teacher and this had been discussed with the parent of the pupil. This was a positive result. Pupils in class also have an 'Ask It' basket into which anonymous questions can be raised.

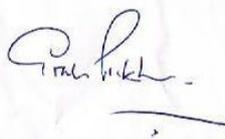
**SW** enquired after **JG's** well-being. **JG** responded positively.

**GP** thanked **JG** for her feedback to **Govs**.

### 7. Website Audit

Received from **SW** prior to meeting and to be forwarded to **JG**.

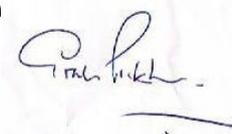
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	Clerk	a.s.a.p.
<p><b>9. LGB Governance Items:-</b></p>		
<p>i. <b>Governance Skills Audit</b> Not all audit had been received prior to meeting. All responses requested a.s.a.p. When all responses are returned <b>Clerk</b> will compile results and forward to <b>GP</b>.</p>	Clerk	a.s.a.p.
<p>ii. <b>Governor Visits</b> Deep Dive Day had been very informative. <b>Govs</b> involved reported the day to be immersive, extensive and interesting. <b>GP</b> supported that the day long session had a different feel to the previous ½ day session. More time spent in allocated classes allowed for absorption in lessons and <b>Govs</b> getting to know teachers and having a feel for the pupil dynamic in class. Class links were therefore concluded to be very positive shift. <b>GP</b> suggested the time spent in class next Deep Dive Day could be an afternoon for variety of lessons.</p> <p><b>Govs</b> met with staff after school to receive feedback. <b>GP</b> thanked staff for making <b>Govs</b> welcome. <b>GP</b> had asked staff how things had settled down post covid. Staff responded that there were still gaps in learning and issues were ongoing with gaps between higher and lower attainers. Staff described a funnel effect moving through the school with the gap widening as pupils move through the year groups. Staff commented that the gap appeared easier to bridge with younger pupils and was more noticeable in older age groups where it was felt harder to 'unteach' habits. Staff are responding with intervention and identifying special educational needs. Often subtle intervention is needed with older pupils who are more aware and conscious of the gap they need to breach and feel the effect of peer comparison.</p> <p>Staff noted disparity with Govt assessments asking pupils to test with no resources whereas pupils in lessons are encouraged to learn by using resources.</p> <p>Some pupils are still emotionally unready to learn effectively and are unregulated.</p> <p>Staff feedback on Cornerstones Curriculum was that it was a little 'dry' but a good foundation to build on. There are a lot of print-out materials which required an extra layer of excitement and better approach to teaching content. Staff felt it would be useful to have a full year of trialling. <b>GP</b> had supported that this would need feeding back and revision.</p> <p><b>GP</b> had asked after staff morale and workload. No negative comments from staff were made regarding morale but it was clear that staff were working long hours well into evenings and weekends but they expressed the need for flexibility during busy periods of term.</p> <p><b>GP</b> queried contact with staff and the Trust. Staff felt they had made good efforts to forge links via subjects with some having more success than others. <b>GP</b> suggested that Cornerstones being adopted across the Trust would likely see an improvement in links including staff development. Staff stated that</p>		



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Synergy Trustwide letter was well received to give sense of extended community.

**GP** had questioned what improvements staff felt were needed to the school buildings. Staff stated that KS1 is often too warm and KS2 is often too cold. The pupil and staff toilets in KS2 are unpleasant for all. Carpet in some classrooms would dampen down the sound in class.

**GP** had thanked staff again for their collegiate approach to **APS**.

In the **LGB** meeting Gobs decided that due to busy next ½ term with school events next Deep Dive will be in Autumn term. **Gobs** encouraged to come in to school during Active Week and to other events taking place in the summer term calendar.

iii. **Governor Training**

On recent Synergy-wide Governor training sessions, **KC** had reported a good question to ask of the **LGB** is 'What was the impact of our meeting.'

**CS** has completed PEX training and conducted her first PEX Panel meeting for **APS** recently.

iv. **Governor Vacancies**

x3 Trust and x1 parent (see item 5 11.2 b)

**10. Well-being:-**

**GP / JG** noted Well-being committee via Synergy was a very positive move and cited recent example of email protocol as a result.

**11.**

i. Items disseminated **by the Trust**

**Gobs** requested to complete Exclusion Training.

**Gobs** queried whether this could be conducted as a **LGB** group session.

**Clerk** to make enquiries

Clerk

a.s.a.p.

ii. Items to be disseminated **to the Trust**

a **Gobs** had requested a Synergy Governor Visit template

**Clerk** had previously requested assistance from the Trust with this.

b **CS** fed back that the latest Suspension and Permanent Exclusion policy had not been received from Synergy to **LGB** level ahead of recent **APS** PEX panel meeting.

**11. Policies to be adopted by the LGB:-**

1. Governance Duties Under the Equality Act 2010
2. Attendance Policy (not yet received)
3. Governance Dutied Under the Equalities Act 2010

C Lord / Clerk

a.s.a.p.

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<ul style="list-style-type: none"> <li>4. Scheme of Delegation 2023-2024</li> <li>5. Scheme of Delegation Introduction 2023-2024</li> <li>6. Synergy Local Governing Board Overview 2023-2024</li> <li>7. Suspension and Permanent Exclusion 2023</li> </ul>		
<p>Proposed: <b>CS</b>          Seconded: <b>CN</b></p>		
<p><b>Clerk</b> to forward policies to office</p>		<p><b>Clerk / Office</b> a.s.a.p.</p>
<p><b>13. Chairs Business / correspondence:-</b></p>		
<p>None</p>		
<p><b>14. Any other business:-</b></p>		
<p><b>CS</b> fed back that the latest Suspension and Permanent Exclusion policy had not been received from Synergy to <b>LGB</b> level ahead of recent <b>APS</b> PEX panel meeting.</p>		
<p>Date of next meeting:- Monday 3<sup>rd</sup> July 2023 at 16:30 on the school premises</p>		
<p><b>GP</b> expressed thanks to All.  <b>Meeting closes 17:59</b></p>		

### Summary of Agreed Actions

Agenda item no.	Agenda Action	Action owner	Target date
5 13b and 11.2	Attendance Policy outstanding	<b>C Lord</b>	a.s.a.p.
6	Further consideration of costings for additional class / teacher for Foundation Stage	<b>GP / JG</b>	a.s.a.p.
9.1	Governor Skill Audit to b completed when all outstanding forms are returned	<b>Clerk</b>	a.s.a.p.
11.1	<b>Govs</b> queried whether Exclusions Training could be conducted as a <b>LGB</b> group session. <b>Clerk</b> to make enquiries	<b>Clerk</b>	a.s.a.p.



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