



Learning is ACE

Astley Primary School



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Astley Primary School  
Minutes of the LGB held at the school on 16th January 2025  
on the school premises.

Governors Present:		Other Persons Present:	
J Goakes	Headteacher	C Peacock	Clerk
G Pickhaver	Chair - Trust Appointed Governor	E Harrold	Staff
F Anderson	Staff Governor	H Dagless	Staff
K Cornish	Parent Governor		
J Blaker	Trust Appointed Governor		
K Andrews	Trust Appointed Governor		

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  
Thursday 16<sup>th</sup> January 2025 at 4.30pm at the school.

Agenda no.	Item
1	<p><b>i. Apologies</b></p> <p>Apologies were received from H Pegg and S Warricker. Accepted by governors - Proposed by KC, seconded by FA</p>

	<p><b>ii. Quorate check</b> 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>i. Foundation stage</p> <p>Last year's cohort were below National level for level of development, 53% compared to National level of 63% Each child must be at expected or above in several areas including personal, social and emotional, physical development, literacy and maths. Last year was a challenging cohort. 2 EHCP's, 3 Speech and language and 65% were Summer born. Looking at raising attainment. Focus on literacy. Phonics at 66% but writing pulled down the grade and affected all of English.</p> <p>This year. Class structure the same. SE as TA. 1 EHCP and 1 speech and language. 3 children already referred to SALT team, now making a new referral.</p> <p>Bears Party in the hall. Good turn out from parents. Friends provided party bag. It worked well changing phonics workshop time to before pick-up, more parents came.</p> <p>Base line assessments. Don't give a whole picture, so bears have their own assessments to build up a fuller picture.</p> <p>Focus on early writing and phonics to push up GLD. Changes in Read Write Inc – grouped within bears. SE doing RWI and intervention with targeted children</p> <p>The 3 new whole-school expectations have made a difference; children are engaged.</p> <p>Started a new curriculum – mastering number. EH has attended courses and has gained lots of new ideas. E.g. motor skills - now using a 'finger gym' intervention or rolling tyres outside.</p> <p>Story scribing – writing with children through their play. Repeated several times during the year to see progress.</p> <p>Improving the environment – money from friends to get a mud kitchen. Numicon tiles for maths.</p> <p>Gov: what could be done to help improve? More adults in the classroom to support. Gov: could parents do that? Yes, listen to readers. GP – lovely atmosphere. Will try to get in more. GP thanked EH</p> <p>EH left 16:47</p> <p>ii. Art and DT</p> <p>Art</p> <p>Recently been thinking about a Vision statement. Important to recognise real world and real-life applications. Art is progressive across the years. KS1 begins with essential skills. Revisited in year 2 with colour mixing, KS2 begins with colour theory and upper KS2 look at colour in landscapes – tints, shades and tones.</p> <p>Cornerstones gives core knowledge and shows development through school. Looking at skill used rather than the end product – making sure skills have been used according to Learning Objectives. Trying to move away from a perfect picture and use exploration more. Where possible teachers make connections between Art and other curriculum subjects. Teachers gave feed-back to HD as subject leader. e.g. not enough resources, so HD will be looking at that and mapping out future lessons. Ensure most important areas are covered to prevent gaps in knowledge where lots to fit in.</p> <p>GP: Is there a good bank of materials in cornerstones? Yes, sometimes it will be done over the term, sometimes a day. Lots of lessons, choose the ones that children will get most out of.</p> <p>Last term Mary Blue came to visit and did workshops with children. Children all did a self-portrait. Some work was displayed at Gresham's Prep.</p> <p>Art competition coming up. Using recycled materials to make an ocean scape. Children working together (can be individual). Work to be displayed outside JG office.</p> <p>Next steps – gather feedback from staff and children regarding Art lessons in school. From this, organise a focus group of children for feedback.</p>

	<p>Need an Art specific place to keep all resources – used and returned. Big ideas progression template. – looking at what each class are doing and what is needed.</p> <p>DT Vision statement read. Important to develop the skill of problem solving. Making something and then making it better. Cornerstones helps with progression. KS1 – make a sandwich and KS2 make a healthy menu. Focussed on skill, rather than the product itself. Important for children to think about how they will make it. Teachers not to model and children copy, but children to explore what materials to use and how to get the final product made, allowing children to fail. DT ACE day on 3<sup>rd</sup> June. HD will be giving staff a questionnaire to gauge how confident teachers are in their teaching. HD would like to have a staff meeting focussed on DT</p> <p>HD left 17:09</p> <p><b>2. Progress and attainment:-</b></p> <p>i. Analysis of School Performance Progress against end of Key Stage targets for the current year</p> <p>JG will talk about this later.</p> <p><b>3. Curriculum</b></p>
4	<p><b><u>Minutes of Meeting and Action points from LGB Meeting 12<sup>th</sup> November 2024 and matters arising</u></b></p> <p>Governors to complete annual declaration – ongoing. Go through scheme of delegation – <b>actioned</b> Update Governor Hub regarding JB reading KCSIE - <b>actioned</b> All governors to read KCSIE document and amend Governor Hub – ongoing. Look at safeguarding, Prevent and Online policies from Synergy – ongoing.</p> <p><b>Minutes accepted.</b> KC proposed, JB seconded</p> <p><b><u>Matters arising</u></b> None</p>
5	<p><b>Headteacher's Report (verbal)</b></p> <p>Attendance – good. 94% - above national level (93%) positive picture.</p> <p>Safeguarding – 4 trained DSL's. Staff training annually – refresher in September for all staff. DSL's about to do refresher training.</p> <p>SEMH needs – 2 returned from SRB <b>Gov. What is SRB? JG - A specialist place for social emotional health. Speech and language also. 1 needs a place now but waiting.</b></p> <p>Behaviour – positive impact of expectations. High need of SEND and behavioural needs. Staffing challenging. No 1:1 for children with EHCP (SEMH). Jill Pegg – awaiting to hear when she can visit.</p> <p>New caters – same kitchen team. Positive feedback. Numbers are up with dinners. Children eating more instead of throwing food away.</p> <p>Staff update – in cases of absence challenging to cover the absence. Supply has to be used. After Feb half term KH down to 4 days and LA down to 2 days. NG staying to 3:15. FA here more – officially in maths role.</p> <p>Key priority - Phonics – working with literacy specialist. RWI training days completed. Every week meeting with RWI teachers for further training.</p> <p>Shifting focus of monitoring – Exit cards focus on teaching and modelling as well as behaviour.</p> <p>Cornerstones – trying to focus on what needs to be taught and fitting everything in <b>Gov. Do teachers choose topics? JG - Topics all on there but too much there for teachers to fit everything in.</b> Teacher and curriculum leader to meet and discuss what needs to be taught. – big journey.</p> <p>Trust update – newly appointed financial controller. Should be getting monthly management accounts. Had Up to November so far.</p>

	<p><b>New sickness absence policy soon.</b></p> <p><b>Good progress meetings – working with VNET - looking at the whole class and children just below where should be. Met today to discuss as a whole school. Teachers have a good idea where children are at and how to progress.</b></p> <p><b>Finance – deficit is still the same £98,000</b>  <b>When accounts come through, issues raised that need to be answered by JG – but only up to November adds difficulty.</b></p> <p><b>Harts for learning been commissioned to do work for the trust regarding restructuring – been contacted to chat around everything. A report will be written, the lady pointed out that it is tough due to lowest birth rate effecting school numbers. but Astley school is full.</b></p> <p><b>Broadly in line with where should be. Staff numbers are over – but this includes 1:1</b>  <b>Some EHCP don't have 1:1 but those that do need them – can not be left alone. Jill will send a report.</b>  <b>Gov. Are any likely to go to specialist school? JG - Currently no spaces available</b></p> <p><b>Questionnaire sent this morning – overall positive. Constructive feedback.</b></p> <p><b>GP The turn out at the EYFS and KS1 Christmas show was excellent.</b></p>
6	<p><b><u>Headteacher Appraisal</u></b></p> <p>Has been done. Up to date with this</p>
7	<p><b>LGB Governance Items:-</b></p> <ul style="list-style-type: none"> <li>i. Governor Vacancies – still have 4 trust vacancies.</li> <li>ii. Governor Meeting Day – Deep dive day – 11<sup>th</sup> March 2025 (same as governors meeting) Let GP or JG know of any issues you would like covered.</li> <li>iii. Governor Visits – GP has been on a couple of trips with the Bears</li> <li>iv. Governor Training – Gov. is there anything there? JG - Let us know what you would like as lots on the Key.</li> </ul>
8	<p><b>Governor response to Trust letter</b></p> <p>Letter regarding problems the trust is facing – RL said mainly affects high schools.  Latest letter says financial recovery has been agreed by DFE and local regional commissioner.  Shouldn't affect primary schools this year. Need to find 2 million pounds in 2 years.  We should concentrate on the children, keep parents from worrying about losing staff.  <b>JG – staff haven't brought any concerns</b></p>
9	<p><b>Safeguarding</b></p> <p>Interim meeting booked. DSL's have refresher training</p>
10	<p><b>Business Continuity Plan</b></p> <p>Emergency plan if school can't function. Using local village halls/church building  JG recently did a risk assessment.  Should this be redone – ask question to trust.</p>
11	<p><b>Well-being</b></p> <p><b>GP - teachers not having much time.</b>  JG referred to questionnaire. Time need and staffing.</p> <p>JG asked if we have heard back from the trust yet – nothing yet</p>
12	<p><b>Policies received and noted:-</b></p> <p>Appraisal and Capability 2023 *  Synergy MAT Pay Policy V5 6.11.23 *  Online Safety Policy *  Admission Round Co-ordination Scheme 204-25 and appendices *  Synergy Complaints Procedure 2023 *  Synergy Gender Pay Gap Report 2023 *  Synergy Probation Procedure *  Synergy Reserves Pooling Policy October 2023 *  Synergy Disciplinary Procedure November 2023 *  Synergy Grievance Policy Procedure 2022 onwards *  Synergy Online Safety Policy September 2023 *  Life Skills Policy *  Drugs Education Policy *  Anti-bullying Policy *</p>

13	<p><b>Trust Health and Safety policy</b>  <b>School Health and Safety policy</b></p> <p>Received. And noted</p>
14	<p>Scheme of Delegation</p> <p>Most of the tasks that LGBs are accountable for are being covered.  Photographer has already been in school for material to include on revamped Website but the TRUST has now postponed this until September 2025  Monitoring and assessing people – happens as part of Deep Dive Day.  GP – <b>how are salaries done?</b> JG – <b>comes through PDR using scales.</b>  Delivery for careers guidance, it could be useful to have a careers day for year 6's.  FA suggested asking parents to speak – wide range of careers. Perhaps have Mock interviews.  LGB monitor that things are happening. JG.</p>
15	<p>i. Items to be disseminated to the trust  ii. Items disseminated from the Trust</p> <p>None</p>
15	<p><b>Chair's business / correspondence</b></p> <p>None</p>
17	<p><b>Any other business</b></p> <p>Deep Dive Day – 11<sup>th</sup> March 2025</p>
	<p>Date of next meeting:- <b>Tuesday 11<sup>th</sup> March 2025</b> at 16:30 (on school premises) * Documents on Governorhub</p>

### Summary of Agreed Actions

Agenda item no.	Agenda Action	Action owner	Target date
7	<b>Check governors - who are parent or trust governors</b>	Clerk – check governor hub	
10	Business Continuity plan – contact trust	Clerk	