

Minutes – Minerva Primary Academy Council

Issue Date: 19 November 2024
Location: Minerva Primary Academy
Time: 18:00

Bridget Sutters (BS)	Sponsor Councillor - Chair
Clare Westbury (CW)	Support Staff Councillor
<i>Vacancy</i>	Sponsor Councillor
Kinglsey Ferdinand (KF)	Parent Councillor
James Shephard (JShe)	Sponsor Councillor
Mark Powell (MP)	Parent Councillor
Sophie Pring (SP)	Teacher

In Attendance: Jennifer Harvey (JH) Principal
 Jen Shaw (JSha) Vice Principal
 Kate Richardson (KR) Education Director (*left the meeting at 7pm*)
 Danielle Cohen (DC) Observing pending re-appointment
 Sue Burns (SB) Clerk

Apologies Patricia Fry (PF) Sponsor Councillor
 Alison Levinge (AL) Sponsor Councillor

1	Introductions and Welcome	
1.2	BS welcomed everyone to the meeting.	
1.3	Apologies were received and accepted for Patricia Fry and Alison Levinge	
1a	Declarations of Interest	
	The Academy Councillors confirmed that they had no change to their declarations.	
2	Academy Council	
2.1	Danielle Cohen Term of Office ended on 28.09.2024 Alison Levinge's Term of Office will end on 18.11.2024 Claire Westbury's Term of Office ended on 19.10.2024	
2.2	The Academy Councillors discussed the following to link roles and concluded they would fill them at the next meeting: Disadvantaged, PP & Attendance Link Role. Outdoor Play and Learning Charity will support us with outdoor play experiences. (One of their requirements is an AC to attend some meetings.)	
2.3	The Academy Councillors were reminded to complete their Safeguarding training as soon as possible.	

3	Minutes of the Previous Meeting	
3.1	The minutes of the previous meeting (1 st October 2024) were agreed to be a true and accurate record and were signed electronically by the Chair.	
4	Actions and Matters Arising	
4.1	JH to bring some examples of greater depth writing to the next AC meeting – Carried forward.	
5	Pupil Premium – Jen Shaw	
5.1	At the end of each academic year, I review the PP progress and interventions to determine impact, then I address what we will do the following year.	
5.2	The Y6 cohort who have left had a higher number of PP children than the Reception children who have joined the school, hence the drop in income.	
5.3	PP attendance has increased from 90.8 to 92.5% which is pleasing but remains a focus because it is still below the national average.	
5.4	We are focusing on children with SEND who also receive PP funding because they are our lowest attending children, so we are determining barriers.	
5.5	Our outcomes data indicates that the children in receipt of PP are in line with the national average for PP students or all pupils, therefore we are closing the gap.	
5.6	We had a gap in Early Years for GLD, but the children are only with us for a year and many children have low levels of language on entry.	
5.7	The data for fixed-term suspensions indicates a reduction on the previous year.	
5.8	We have increased the clubs available to include sports and art so that there is wider range of enrichment activities.	
5.9	We've used some of our PP funding to employ a Sports Coach to provide resilience and self-esteem, but the provision was not consistent, therefore the children didn't build a trusting relationship with them. This did not have the anticipated impact; therefore, we are using our Sports Premium and some of the PP funding to pay for OPAL (Outdoor Play and Learning) to support children to be involved in a wider range of play at playtime and lunchtime and to upskill the staff. The provision includes a parent and community element.	
5.10	We are planning to visit Filton Avenue and Bannerman Road who use OPAL and have had a very positive experience in terms of positive impact.	
5.11	Have you reflected on why the Sports provision didn't give you the impact you anticipated? The provider didn't deliver on what they proposed they could offer. They only attended one day a week, whereas OPAL will upskill staff which means the provision will become consistent and embedded.	
5.12	What percentage of children should be claiming PP but aren't? The criteria to apply for PP is based on the financial element of the family income, but we have other families who do not meet the criteria but remain disadvantaged. We support families where English is not their first language to apply for PP if they meet the criteria.	
	Academy Council Report	
5.13	How is Team MPA and have all children settled into the new school year? The children settled well in September. We've reflected on our transition provision between year groups, into Reception and onto their next educational	

	setting. Nationally, transition from Y2 to Y3 can be problematic, therefore we have reflected on how we can better support that next year.	
5.14	<p>Are parents aware that that's a difficult transition year?</p> <p>Not many parents attended the welcome to visit the new classroom. Encouraging more to attend may be beneficial. We also had fewer people attend the welcome picnic, but it had rained.</p>	
5.15	Children move from concrete resources into more abstract learning when they move from KS1 to KS2, but it's not immediate and the perception is often therefore that the work is 'harder'. The schools across the Trust have seen an impact for children who missed that transition during lockdown and have struggled more as a result.	
5.16	<p>There are four areas in the staff survey where scores are under 4/5. Is there any indication of the reasons for these lower scores and what steps are being taken to improve them?</p> <p>The highest score on the staff survey is 5. The overall scores are very pleasing and are very positive compared to other schools in the Trust. Overall, we're seeing an improving picture. Some of the lower scores reflect that we had two fewer wider leadership members which impacted capacity. The survey was anonymous, but it's possible that some of the lower scores have come from the lunchtime team because they may have asked for wellbeing initiatives that are not viable. There was a member of the team who scored one for all the questions.</p>	
5.17	<p>Are staff given the opportunity to discuss concerns with the SLT?</p> <p>Yes, there's an area in the survey where they can indicate that they would like a further conversation. Our Wellbeing Lead has also gathered additional information to share with us.</p>	
5.18	<p>Did anything really surprise you in the survey?</p> <p>The number of people who asked for a duvet day or their birthday off. The removal of non-essential tasks also came up, but we're not aware of any non-essential tasks, therefore we've asked the staff to indicate areas where they feel changes could be made.</p>	
5.19	<p>Attendance figures look really positive (above average figures). Do you reflect on anything which has led to this position. What is being done to increase attendance for PP and SEND pupils?</p> <p>We are really pleased with the improving attendance data. The improvement is slower for our children with SEND, some of whom are on adjust timetables. The relentless focus on attendance over several years is beginning to reap awards now. We treat our children as individuals and explore what the barriers to attendance are. We've raised the profile of attendance with all staff, and they are proactive about sharing information.</p>	
5.20	<p>How are you managing the children with high needs that can display behaviours that challenge and impact on the rest of the class, staff or individual children in the playground?</p> <p>In school we have some children with high levels of need and their behaviours can be disproportionate and distressing. We have our Den provision and another provision. Seven children are waiting for places in a specialist setting. Our track record is strong for achieving an EHCP and finding a more appropriate setting for them. We have another six children in Y3 and Y4 who sometimes display distressing behaviour, and we work hard to support their needs and</p>	



	<p>mitigate the impact of their behaviour. We are liaising with external providers to determine if there are any additional strategies we can deploy. Sometimes learning is disrupted, and we provide additional support for the staff in the classrooms and the children. We hold inclusion meetings weekly to unpick events and we have provided SEND based CPD for our staff. Sometimes we need to remove the child from the class to support them to re-regulate. Nationally, there are more children with complex needs attending mainstream schools.</p>	
5.21	<p>Having had some feedback from parents on bullying/child on child incidents in school, can you confirm how effective the current anti-bullying policy is and if there are any areas where it could be improved to mitigate recurring incidents?</p> <p>There has been an incident of bullying in Y3. We use a tiered approach and investigate in the first instance. We will speak to the parents and both children and support them both to communicate better. The policy is clearly written and applied consistently.</p>	
5.22	<p>Are parents informed if any incident has taken place?</p> <p>Yes, if an adult is aware of the incident, then it's logged on CPOMS and the wider staff body are made available, and we contact the parents to explain what has happened.</p>	
5.23	<p>There are more accidents reported in Y3?</p> <p>There are some boisterous children in that cohort. There's a pattern for that year group, therefore the highest number of incidents was recorded in Y2 last year for the same children. Some children like to seek medical attention even though they don't need it, therefore we record it.</p>	
5.24	<p>Is there anything you can do to support those children to play safer?</p> <p>Global citizenship sessions have been used to recap on rules and introduce safer play and games.</p>	
5.25	<p>Were there any learning or improvements arising from the Health and Safety audit?</p> <p>It's a very robust audit and the site and compliance is inspected. We achieved an outstanding grade which we are proud of because we take health and safety seriously. We only had three actions which are waiting on external contractors e.g. PAT Testing.</p>	
5.26	<p>Looking at mock results what does 'remove from data' mean. Will the children still sit the mocks and possibly take SATS? When will a decision be made and who gets to make it, the school or family?</p> <p>If a child has moved to England from a country whose first language is not English in the last three years, they can be removed from the data, but that's at our discretion. Children working below KS2, will not sit the SATs tests with children with SEND remaining in our data. The decision is made by the school, but we do explain the decision to the family.</p>	
5.27	<p>When is the next lockdown drill and what will you do to ensure that staff and children can distinguish between fire drill and lockdown? Are supply teachers advised of the difference?</p> <p>A planned lockdown took place at the beginning of term, but some classes treated it as a fire drill, or didn't report children who at interventions. These were addressed with the whole staff team because there is a clear lockdown procedure, and the staff have listened to the alarms.</p>	

	<p>Yesterday, we had a lockdown because we had a child with unsafe behaviour. Best practice is to practice a partial lockdown; therefore, we used this incident as a partial lockdown learning opportunity.</p> <p>Supply teachers are provided with the procedures when they attend the school, but they don't hear the alarm because that wouldn't be practical.</p>	
5.28	<p>Are lockdowns a new initiative?</p> <p>No, they have been taking place for years.</p>	
5.29	<p>Was safeguarding an area highlighted in the parent voice survey?</p> <p>No, the SLT met to discuss the parent voice survey and determined that communication, lunchtime provision for children who don't enjoy being on the main playground, more opportunities for children to perform and showcase their talents, and exploring welcome procedures for children who arrive mid-year would all be areas of focus.</p>	
5.30	<p>How will outdoor play and learning improve experience for children. Is OPAL just for 18 months or will it be on going. What outcomes do you want to achieve?</p> <p>It's a very structured programme and we will attend steering meetings during the 18 months. All the staff will attend the launch event. An audit of provision will take place, and an action plan will be developed. A platform of training is supplied and relevant policies. It's a thorough package and we can apply for Bronze and Silver Awards once it's embedded. We would like all children to be out in all weathers as an outcome, as well as safe and interactive play, a reduction in first aid instances, children resolving their own conflicts and a settled afternoon in the learning.</p>	
6	Policies	
6.1	<p>Policies to Note:</p> <p>None.</p>	
7	Matters for the attention of the Board	
7.1	None.	
8	Governance	
8.1	<p>All the Academy Councillors were reminded to complete their declarations on Governorhub and their Safeguarding Training.</p> <p>All Academy Councillors were reminded to provide a head and shoulders photograph of them</p>	
9	AOB	
9.1	<p>Does the bamboo create a health and safety or insurance risk?</p> <p>Unknown, but we will investigate with the Health & Safety team.</p>	
	<p>ACTION: JH to determine if the bamboo is a health and safety or insurance risk.</p>	JH
10	Close of Meeting	
10.1	The meeting ended at 7.30pm	