

# Minutes – Minerva Primary Academy Council

**Issue Date:** 21 November 2023  
**Location:** Minerva Primary Academy  
**Time:** 18:00 – 20:00

Jen Shaw (JSha)	Student Advocate & VP
Clare Westbury (CW)	Support Staff Councillor
Jennifer Harvey (JH)	Principal
James Shephard (JShe)	Parent Councillor (joined via Teams at 6.55pm)
Sophie Pring (SP)	Teacher
Patricia Fry (PF)	LA Rep
Alison Levinge (AL)	Sponsor Councillor
Kate Richardson (KR)	Education Director (left the meeting at 7.00pm)
Mark Powell (MP)	Parent Councillor
Sue Burns (SB)	Clerk

**Apologies:** Bridget Sutters (BS) Sponsor Councillor - Chair  
 Danielle Cohen (DC) Sponsor Councillor

<b>1</b>	<b>Introductions and Welcome</b>	
1.2	CW welcomed all the attendees and introductions were made.	
1.3	Apologies were received and accepted for; BS and DC	
<b>1a</b>	<b>Declarations of Interest</b>	
1.4	The Academy Councillors confirmed that they had no change to their declarations.	
<b>2</b>	<b>Academy Council</b>	
	<p>KR: I'd like to explore the role of the Academy Council in the community. This is a strong and effective Academy Council, and we are grateful for your challenge.</p> <p>We have an expectation that the Academy Councillors represent the school positively. There will be some opportunities arising where we can raise the profile of the Academy Council.</p> <p>If we encounter parents or individuals in the wider community who raise concerns about the school, then we need to listen to them and respond positively.</p> <p>We need to think about how we promote the school and encourage new parents to register their Reception children at the school. There is a falling roll</p>	

	<p>in Bristol and parents' attitudes to education has changed following the pandemic. The cost-of-living crisis and post pandemic complexities has resulted in an increase in complaints across the Trust because families feel under pressure.</p> <p>Minerva sometimes experiences negative feedback. We invite feedback and welcome building relationships and building a sense of belonging and we work with families to engage with education, but this can take time. Some of the perceptions of the school are factually inaccurate so we need to consider how we can better promote the work that the school does.</p>	
<b>3</b>	<b>Minutes of the Previous Meeting</b>	
3.1	The minutes of the previous meeting (27 <sup>th</sup> September 2023) were agreed to be a true and accurate record and were signed electronically by the Chair.	
<b>4</b>	<b>Actions and Matters Arising</b>	
4.1	None.	
<b>5</b>	<b>Academy Council Report</b>	
5.1	<p><b>How is the support for 53% disadvantaged in year 6 progressing? The current data looks promising.</b></p> <p>Over half the children in Y6 are experiencing disadvantage. We have two very strong teachers in Y6, and they provide quality first teaching and high expectations for all. Our team know the children well and support them with their individual needs. The recent Y6 mock results are very positive.</p>	
5.2	<p><b>Could you describe the impact the increase in pupils with EAL is having upon teaching?</b></p> <p>We have had an increase in children with EAL. Although English is an additional language there is often one parent who has strong English and high aspirations. We determine how much English the child has, and we speak to any previous schools prior to induction. We have an accelerated Phonics programme which our children who are learning English thrive with. Last year's Y6 EAL children attained higher than our non-EAL children. We are considering how we communicate with the parents of EAL children to ensure that our communication is accessible. All our EAL children have settled in well.</p>	
5.3	<p><b>Are there any families with no English?</b></p> <p>No, usually one parent has good English, or they have a relative that they can utilise to translate.</p>	
5.4	<p><b>You have had to put a notice in reception reminding parents of their expected behaviour. Has there been an increase in verbal aggression?</b></p> <p>I don't remember a time before this academic year when I've had parents shouting at my team, using poor language, or refusing to leave the premises. When that happens, I speak with the parent and advise them that how they've behaved is not acceptable. I have drafted a letter to ban parents from site which I've not had to use yet, but it is a measure that we can take if necessary.</p>	
5.5	<p><b>How many incidents have there been?</b></p> <p>Three individuals for different incidents, and one parent twice. I always make sure that there are two members of staff outside together now. We signpost</p>	

	families for support where they require it. Sometimes other parents who witness these events support us by standing close to us.	
5.6	<b>Do you only have the one sign in Reception?</b> We have drafted a Communications Policy which indicates that respectful language is used.	
5.7		
5.8	<b>SLT have reviewed and unpicked the Term 1 parent survey. How many parents took part, and have you been able to phone anyone who had a concern? Can the Academy Council support by talking to parents at the school gate and collect feedback?</b> We reviewed the parent voice and provided the summary of our findings to the parents. Only 24% of families contributed to the survey, despite us sending it out several times. We considered translating it, offering it face to face, using paper copies, etc to get a more representative response. We phoned some families to get further context around their comments, but some of their expectations are unrealistic. Communication, enrichment, curriculum expectations, inclusion, SEND and behaviour were clear themes.  <b>ACTION: JH to circulate the Parent Survey to the Academy Council.</b>	JH
5.9	<b>Attendance is in a stronger position which is pleasing. Is there a reason for this?</b> We have had a relentless focus on attendance. Everyone is responsible for attendance, having staff check on specific children and parent communication has all been key. Some children have had persistent absence historically but have improved their attendance significantly. Children who feel unwell in the morning have been attending during the day. Having the attendance data provided centrally has been helpful.	
5.10		
5.11	<b>How is the solution circle working?</b> We have offered a fortnightly solution circle to our staff where they work together to determine a solution. All the circles have been around children communicating through behaviour. This process is well received by the staff and has been impactful.	
5.12	<b>Who conducts exit interviews and would it be appropriate for an AC member to be present?</b> We have two types of exit interviews. An MPA one where the staff can choose a member of SLT to do it with them, and the CLF HR Team provide a link to a survey. We've found that a face-to-face interview gives more context. It may be appropriate for the Chair of the AC to attend, if the member of staff was comfortable for her to be present.	
5.13	<b>Do staff going on maternity leave have an exit interview?</b> They have keeping in touch meetings.	
5.14	<b>Who completes base line assessments for all new students?</b> The Reception baseline is a statutory assessment for all children joining Reception and must be completed within six weeks. These are undertaken by	



	the Reception team. Other children are assessed during their lessons and the next data drop informs their baseline.	
5.15	<p><b>How are staff being held for account to meet the needs of all children? (<a href="#">Bristol ordinary available provision</a>).</b></p> <p>We have a clear monitoring cycle throughout the year and the Senior Team are regularly in the learning. We review planning and look in books as part of our monitoring cycle, which includes SEND and ordinary available provision. We also have regular conversations in pupil progress reviews and staff meetings. All our staff are paired and have reflective professional dialogue. We also offer regular CPD.</p>	
5.16	<p><b>What does the recruitment process involve for ECO warriors?</b></p> <p>I am leading the ECO Warriors alongside the Pupil Council. We had a launch assembly and then issued an application form. Group interviews followed along with presentations. Last year we achieved the green flag, and we aspire to achieve it again this year. Our three priorities to maintain our Green flag this year will be water, marine &amp; litter.</p>	
5.17	<p><b>How are the new curriculum leaders settling in and how are SLT both supporting the new staff and managing impact on their own workload?</b></p> <p>There was some learning from last year's exit interviews, and we strengthened the induction as a result. Our expectations of curriculum leadership is explicit on induction and we have coaching conversations. Some of them have a long journey because they're not familiar with action plans and they haven't been curriculum leaders before. The Trust Subject Leads network is very impactful. Our Subject Leadership is strong because the SLT know the curriculum well.</p>	
5.18	<p><b>Can you explain the recent lunchtime changes and the balance with outdoor time?</b></p> <p>Children still have time outside before school, 15 minutes at break time, 50 minutes at lunchtime (some of which is used eating), outdoor PE, walking to the swimming pool. I spoke to the Pupil Council last week and will feedback their views and debate the topic in classrooms. The Pupil Council identified a list of positives from the change, as well as some negatives, including inconsistency across classes. We will collate the feedback and action some of it.</p>	
5.19	<p><b>What criteria are you going to use to measure whether the change is the best balance and how will pupils and parents be communicated with?</b></p> <p>The decisions we make are based on what is best for the children. The Staff Voice is overwhelmingly positive, and the children are more settled in the afternoon. The process mirrors the soft start of the mornings.</p>	
5.20	<p><b>What learning has been taken on this communication strategy?</b></p> <p>We have drafted a Communication Strategy to improve communication moving forward. However, we are professionals and make decisions that are in the best interests of the children. We will share the Pupil and Staff voice which is very positive.</p>	
5.21	<p><b>EYFS has been a focus. Are you pleased with progress?</b></p> <p>Yes, it has been a really positive start and an even stronger T2. We have the right people in the right year groups and Sophie is working hard to pull the team together and everyone now feels aligned. The environment is of excellent</p>	

	quality and is consistent across both classes. The Reception open evenings were well received.	
5.22	<p><b>Are there any concerns with the school's financial position?</b></p> <p>The management accounts indicate that we are on track. We have had some vacancies that we have appointed to, but the DBS and overseas checks are taking a long time and supply cover is more expensive.</p>	
5.23	<p><b>Do you foresee any need to move the TA back to Y6 to provide support for SATS?</b></p> <p>There was a TA in Y5, and they have been moved to Y3 due to the level of need. There has not been a TA in Y6 this academic year. The SLT read with the Y6 children and during SATs week there is additional support provided. There is a KS2 TA who provides interventions, so some Y6 children will have access to them.</p>	
5.24	<p><b>Since the SCR was checked by yourself, Chair and vice Chair this term, has the completed training been updated?</b></p> <p>Most of it. Some staff are on maternity leave, but most of the gaps have been filled.</p>	
5.25	<p><b>How are you raising the profile of the importance of home reading and use of book bags?</b></p> <p>We have moved back to issuing reading folders and reading records for all children. This has further raised the profile of the importance of reading at school and home daily. In addition, we've sent letters to parents to promote the importance of reading. The children take a levelled reading book and a reading for pleasure book home.</p>	
<b>6</b>	<b>Academy Council Dates</b>	
6.1	<p><b>Winter Fayre:</b> 7 Dec 2023, 3.30pm – 5.00pm</p> <p><b>Winter Performances:</b> 11 Dec 2023, 2.15pm – 2.45pm 12 Dec 2023, 9.15am – 9.45am &amp; 2.15pm – 2.45pm 13 Dec 2023, 9.15am – 9.45am</p> <p><b>Christmas Meal:</b> 13 Dec 2023</p> <p><b>Learning Walk:</b> 30 Nov 2023</p> <p><b>Parent Forum:</b> 30 Nov 2023, 5.00pm 5 Dec 2023, 9.00am</p>	
<b>7</b>	<b>Policies</b>	
7.1	<p>Policies to Note:</p> <ul style="list-style-type: none"> <li>• RHSE</li> <li>• Exclusions and Suspensions.</li> </ul>	
<b>9</b>	<b>Matters for the attention of the Board</b>	
9.1	None.	
<b>10</b>	<b>Any Other Business</b>	
10.1	There is a Team MPA Challenge Event in March to raise money for Breast Cancer Awareness. Staff are choosing a range of activities. Academy Councillors are encouraged to participate if they would like to.	
<b>11</b>	<b>Close of Meeting</b>	
	The meeting ended at 8.00pm	