

Minutes – Minerva Primary Academy Council

Date: 27 January 2026
Location: Minerva Primary Academy
Time: 18:00

AC Members:

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| Bridget Sutters (BS) | Sponsor Councillor – Chair |
| Clare Westbury (CW) | Support Staff Councillor |
| <i>Vacancy</i> | Parent Councillor |
| <i>Vacancy</i> | Sponsor Councillor |
| <i>Vacancy</i> | Sponsor Councillor |
| Zoe Skuse (ZS) | Parent Councillor |
| Alison Levinge (AL) | Sponsor Councillor |
| Patricia Fry (PF) | Sponsor Councillor |

In Attendance:

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| Jennifer Harvey (JH) | Principal |
| Sue Burns (SB) | Clerk |
| Jen Shaw (JSha) | Vice Principal |
| Kate Richardson (KR) | Executive Principal. |
| Craig Jones (CJ) | Executive Principal |
| Katherine Whidden (KW) | (Observing) |
| Maeve Brittle (MB) | (Observing) |

Apologies: Sophie Pring (SP) Teacher

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| 1 | Introductions and Welcome | |
| 1.2 | BS welcomed everyone to the meeting. | |
| 1.3 | Apologies were received from Sophie Pring. | |
| 1.4 | The quorum is 3 – only one of whom can be a Staff Councillor. If there is less than 3 in the meeting then the meeting cannot make any decisions or approve any policies, or minutes of the last meeting. The meeting was quorate. | |
| 1a | Declarations of Interest | |
| 1.5 | The Academy Councillors confirmed that they had no change to their declarations. | |
| 2 | Academy Council | |
| 2.1 | There is one Parent Councillor vacancy and two Sponsor Councillor vacancies. | |

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| 2.2 | Bridget Suitters will not renew her appointment when her term of office ends, therefore she is offering anyone who would like to consider becoming the Chair to shadow her in the interim period. | |
| 2.3 | The Vice Chair election was carried forward to the next meeting. | |
| 3 | Minutes of the Previous Meeting | |
| 3.1 | The minutes of the previous meeting (25 th November 2025) were agreed to be a true and accurate record and were signed electronically by the Chair. | |
| 4 | Actions and Matters Arising | |
| 4.1 | Kate Richardson is going to work for one day a week as part of a wider piece of work for the Trust. Craig Jones is going to line manage Jenny Harvery moving forward. | |
| 4.2 | Jenny Harvey has been promoted to Senior Principal. The Academy Council congratulated Jenny on her promotion. | |
| 5 | Academy Council Report | |
| 5.1 | How is morale amongst staff and have pupils settled well into Term 3? It's been a very positive start to the New Year and we re-visit what it means to be a member of the MPA Academy and our values at the first assembly. Our discussion element was based on dream and goals. Staff morale is good across the school. We have a range of wellbeing initiatives that we offer and the staff are good at supporting one another. [REDACTED] [REDACTED] [REDACTED] | |
| 5.2 | How are developmental drop-ins received by the teachers? We've had good feedback from teachers because they just need to teach like they would on any day and we then discuss one next step based on the teaching and learning framework. This term the focus is on adapting teaching to meet the needs of all our learners and we signpost them to where they can see best practice. | |
| 5.3 | Are the unauthorised absences still mainly due to holiday being taken in term time? There are a lot of unauthorised absences that are due to term time holidays but also we have seen a trend with some families who worry about sending their children to school when they feel slightly unwell. We've had conversations with GPs who indicate that there is no medical evidence for them not to do so in which case we don't authorise the absence. We work with the families first to overcome any barriers to attendance, and we educate our families about when it's appropriate to send their children to school. | |
| 5.4 | Is there a pattern of absence close to term end? We do track patterns. Monday is the lowest attending day. It used to be on Fridays but we put the most attractive club on the Fridays and we used all our Christmas events in the last week of term to encourage attendance. | |
| 5.5 | [REDACTED] [REDACTED] [REDACTED] [REDACTED] | |



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| 5.6 | <p>Are reward charts for attendance being effective and are class teachers managing this?</p> <p>The initiative is run by the class teachers and if the whole class attend then they get a green tick. Children with complex medical needs or who are attending ALP do not impact the reward. There has been improvement in some year groups and some have had more than one reward. We have some children who have individual attendance rewards which has been very impactful.</p> | |
| 5.7 | <p>Are you still having one member of staff allocated to a particular child with poor attendance?</p> <p>Yes.</p> | |
| 5.8 | <p>Who sends out penalty notices to parents and how much are the school involved?</p> <p>We hold conversations with parents before we issue the penalty notices to ensure that supportive measures are in place. If that's not successful then I discuss it with Jen and we complete the paperwork which is issued by the LA. We don't receive the fine. We continue our conversations with our families.</p> | |
| 5.9 | <p>Are there many Jewish children at the school? If so have there been any issues regarding antisemitism, particularly in the light of the recent controversy about a proposed visit to a CLF academy by a Jewish MP?</p> <p>We don't have any Jewish families in the school. We do a lot of work celebrating differences and with the children and two days in the curriculum include Judaism.</p> | |
| 5.10 | <p>What online safety measures are in place?</p> <p>Online safety is part of our curriculum, and we proactively teach our children a range of elements from not sharing passwords to the age appropriateness of apps. We have seen an increase of issues via social media outside of school in Y5 and in Y4 because children are getting phones at a younger age now and parents don't always know what they are accessing. We provide parent workshops and support them how to put parental locks on them and have provided information about age-appropriate apps. I recently attended the DSL refresher training which indicates that this is a national issue. We are very proactive via the curriculum and have added additional resources, but children are in receipt of smartphones without appropriate supervision.</p> | |
| 5.11 | <p>Would SLT welcome a mobile phone free school?</p> <p>We have discussed it but will not be banning phones because many children walk to school and the phone is a safety measure. We have also had to consider smart watches. Children surrender their phone on arrival and then collect it when they leave school.</p> | |
| 5.12 | <p>Our child-on-child abuse rate is high?</p> <p>Child on child is a CPOMS category and we log all incidents. But the category doesn't distinguish between role-playing and wrestling and an intent to harm. [REDACTED] The numbers are accurate but there is a wider context. We are going to discuss with the CLF Safeguarding Team whether we can separate out intent. Our OPAL provision encourages creativity and sometimes the children dress-up and role play which can result in unintended injury. We log all incidents because it can give us information around trends.</p> | |
| 5.13 | <p>Is OPAL having an effect in reducing incidents in the playground?</p> | |



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| | Since we introduced OPAL, we have had half as many lunchtime and medical incidents. | |
| 5.24 | How does the school manage its responsibilities for the safeguarding of pupils placed in alternative provision? Currently we are using three different registered ALPs. We have a Service Level Agreement with each setting, and we visit them to quality assure them. The ALP informs us about the attendance of the child, and the SLA indicates who is responsible for the safeguarding procedures. We hold fortnightly reviews of the provision because it's a short-term measure with planned outcomes. We also stay in touch and someone from the school visits regularly. | |
| 5.15 | How is Prevent duty implemented? Are there clear procedures in place to protect children at risk of radicalisation? This is part of our safeguarding provision and all staff have annual training. The DSL or DDSL also accesses further training. We know our pupils well and therefore would notice changes in their behaviour or language. If we have any concerns then we meet as a Safeguarding Team to discuss whether a referral is required. | |
| 5.16 | Are all areas of the curriculum strong? How can you evidence this? The teaching of and what children learn in all our subjects is very good. The subjects we introduced and the work around how we assess them has also been reviewed. We can evidence the strength of our provision through children's books and their pupil voice. Geography, History and Science are our strongest subjects because we introduced them first and therefore, they are the most embedded. | |
| 5.17 | Is Art a strong subject? Yes, we have an Art Lead, and we have assessment questions for that subject. Music is also a strong curriculum area, we have links with Bristol Beacon and teach a range of musical instruments. There are performance opportunities right across the school. | |
| 5.18 | Are you happy with the progress pupils are making for this year's mandatory tests? What is being done to mitigate any risks? The children have made really strong progress between mock 1 and mock 2 and we are confident of strong outcomes. We are ensuring that children who can't achieve ARE will leave school able to read so that they can access a Secondary curriculum. We received a letter from Bridget Philipson because MPA has strong outcomes despite a high percentage of the cohort experiencing disadvantage. | |
| 5.19 | Are the Phonics predictions and Multiplication Checks going well? Assuming we don't have high pupil mobility, we are predicting over 90% for the Phonics test. The Multiplication test is predicted to achieve 24 or 25. | |
| 5.20 | This year's current year 5 appear to be a cohort with high SEND, high PP and low attendance. How will this be managed when they transition to Year 6 and what extra support will be in place to prepare for SATS and transition to secondary school? One of the Y6 teachers is a Phase Leader and is supporting the Y5 team in terms of expectations or behaviour challenges and the other teacher is a Literacy Lead and supports with the planning. We've added some additional support into Y5 and we are doing targeted work with children who have attendance issues. | |

