

# Minutes – Minerva Primary Academy Council

**Issue Date:** 7 May 2024  
**Location:** Minerva Primary Academy  
**Time:** 18:00 – 20:00

Bridget Sutters (BS)	Sponsor Councillor - Chair
Jen Shaw (JSha)	Student Advocate & VP
Clare Westbury (CW)	Support Staff Councillor
Jennifer Harvey (JH)	Principal
Sophie Pring (SP)	Teacher
Patricia Fry (PF)	LA Rep
Alison Levinge (AL)	Sponsor Councillor
Kate Richardson (KR)	Education Director
Danielle Cohen (DC)	Sponsor Councillor
Mark Powell (MP)	Parent Councillor
Sue Burns (SB)	Clerk

**Apologies:** James Shephard (JShe) Parent Councillor

<b>1</b>	<b>Introductions and Welcome</b>	
1.2	BS welcomed all the attendees and introductions were made.	
1.3	No apologies were necessary.	
<b>1a</b>	<b>Declarations of Interest</b>	
	The Academy Councillors confirmed that they had no change to their declarations.	
<b>2</b>	<b>Academy Council</b>	
	A Parent Academy Council election will be arranged this term.	
<b>3</b>	<b>Minutes of the Previous Meeting</b>	
3.1	The minutes of the previous meeting (29 <sup>th</sup> January 2024) 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	The staff fundraising activities are going well and to date they have raised over £2k.	
<b>5</b>	<b>Academy Council Report</b>	
5.1	<b>How is staff morale and how are you both?</b> It's been a busy term with some behaviour challenges due to circumstances beyond our control which then impacts their behaviour in school. We work	

	well as a team and support one another. Last Friday 'Dotty the Owl' who we sponsor, visited the school. Next weeks is SATS week.	
5.2	<p><b>Has the number of behaviour incidents escalated?</b></p> <p>The behaviour is from a few key children who we are supporting, along with external agencies.</p>	
5.3	<p><b>The latest ARV was pleasing. What have you learnt from it and how will you implement any areas for improvement?</b></p> <p>We are an SLT who embrace external feedback and expertise from across the Trust. It was good to have validation of our judgements. Oracy has been our focus over the last few years, and it is now coming across as a real strength which is pleasing. Our Talk Thursday assemblies were praised for our Y1 class. We've been working with Briarwood to develop our SEND provision and have made good progress in all the classrooms and during lunchtime. Our theme of Reading has continued with rapid improvement in Phonics teaching and whole class reading which was evidenced through the ARV.</p> <p>There is one year group where some support is required but we are aware of that and are addressing it to ensure that the children are taking home the correct level of book each night.</p> <p>Modelling has been really impactful across all classes and more experienced teachers are supporting less experienced teachers.</p> <p>PE is a strength but the lessons on ARV day could have been more active which we are addressing.</p> <p>We have worked hard over the last 18 months to ensure that consistent routines are in place that provide strong behaviours for learning, and these were noted.</p>	
5.4	<p><b>The latest mock SATS were encouraging. Are you confident that all children will cope on the day and reach expectations. What measures have been put in place to achieve this?</b></p> <p>I'm as confident as you can be. We have worked hard to build resilience in the children, and they are excited about this right of passage. We have access arrangements in place, but there have been some children who have had challenging behaviour who are now back on track.</p> <p>We should get similar outcomes to our mocks provided there are no curve balls on the day. Even if there is, our children are Secondary ready which we are proud of.</p> <p>Next Friday we will discover if we will be moderated for Writing by the LA.</p>	
5.5	<p><b>Do you feel Year 1 phonics outcomes will be on track?</b></p> <p>This is an area that we have been scrutinising because we have had some children transition in and out which affects the data. We have a plan in place for the phonics screening test, but we have had 11 new children join Y1, many of whom are new to the country.</p>	
5.6	<p><b>Have you any concerns with Year 4 multiplication preparations?</b></p> <p>The mock outcomes are strong and are better than last years. The team analyse the data to determine what gaps need addressing. This year we have signed up to the national TT Rockstar assessments which has been embraced by the team.</p>	
5.7	<p><b>Are all curriculum leaders strong and what are you doing to support any who are not delivering as expected?</b></p>	

	<p>Our curriculum leaders continue to be strong. I have oversight of Music and link to Bristol Beacon. We continue to have termly Subject Leader meetings which enables our team to share their expertise. We utilise networks across the Federation and share best practice which MPA then adopt.</p>	
5.8	<p><b>What is the DOOYA table indicating?</b> This is the Y6 Teacher Assessment data, including the breakdown of attainment via groups. Our PP and disadvantaged children are attaining well compared to the whole cohort. Writing was the subject most impacted by Covid nationally and therefore greater depth will take time to achieve.</p>	
5.9	<p><b>How are you measuring the success of skilled adults reading with the lowest 20% of the cohort.</b> We have experts in our team who support the adults who are reading with the children. Then monitor the provision in class and interventions. The Trust Reading Lead has attended several ARVs. Moderation and data outcomes indicate how successful this provision has been and we use clear trackers and fortnightly core team meetings.</p>	
5.10	<p><b>How many children are on an adjusted timetable and how is this reviewed?</b> Approximately four children on the SEND register. Adjusted timetables are derived in collaboration with parents and are designed to support children with what they find challenging. We review them every two weeks with the parents, and we take advice from external professionals and review the data. Some children go home at lunchtime and some children finish their school day at 2.30pm which then means they engage with the rest of the day successfully.</p>	
5.11	<p><b>What is your vision for the Hub provision?</b> A space that can be adapted to meet the needs of our children, planned for by experts and that supports children with SEMH needs. The provision has had to adapt but has supported children who are not in specialist settings. The Hub is a provision for SEMH children and is used in consultation with parents. We provide nurture and SEMH and resilience teaching as well as the curriculum for 12 weeks so that they can then transition back into class. Other children with more significant needs may attend The Hub for more than 12 weeks. Some children access the The Hub at specific times as part of their planned provision because they need the space and support to express how they are feeling. We have robust Plan-Do-Review cycles which support the provision of children to specialist settings where required. We invest heavily in professional development and therefore have a lot of expertise to support the children in The Hub.</p>	
5.12	<p><b>Do you feel that the teaching staff are managing day to day with the high SEND cohort, and how are those children supported with the curriculum to make progress?</b> We have a strong team and five teachers have moved to work in specialist settings due to their level of expertise. How children with the highest SEND need access The Den or The Hub due to sensory needs or functional language challenges. We meet their needs which then allows them to make progress.</p>	



	Ordinary Available Provision is provided in the class for other children with SEND needs that are individualised to meet their needs.	
5.13	<p><b>Is the sensory room used regularly?</b></p> <p>Yes, both proactively as part of provision but also reactively for children who are dysregulated.</p>	
5.14	<p><b>How do you assess the impact of the supply teachers on the quality of education?</b></p> <p>We have had high quality supply staff in post when required due to late resignations. We have a robust system in place for recruitment which takes time. We received funding for some children with additional needs and utilised supply cover whilst additional checks were made for an overseas applicant. We have a teacher supply in post to provide consistency over the summer. The supply costs look increased but are off-set by the staffing costs budget being reduced.</p>	
5.15	<p><b>What specific challenges do disadvantaged pupils face within Minerva?</b></p> <p>Attendance is a challenge. It is improving but is not where we want it to be, particularly for disadvantaged pupils. Disadvantaged children often join us with lower levels of language and there can be increased SEMH SEND needs due to complex needs within the family. Some children join us who have moved around a lot or who are new to the Country.</p>	
5.16	<p><b>What are the recent successes or challenges that have emerged as a result of Minerva's lift up strategy?</b></p> <p>Attendance is improving but still has a way to go. Every single member of staff has high expectations of attendance and support and challenge children and families. This is a success. Our approach to improving quality first teaching is having an impact because the whole staff team made a contribution to developing it. Sharing best practice is impactful.</p> <p>The PP funding is for families experiencing disadvantage, but for many of our families this goes beyond money and therefore having a Family Support Worker is key.</p> <p>Voice 21 and raising oracy expectations gives our children confidence to engage in learning which is impactful.</p>	
5.17	<p><b>Is the Sports Project just for PP children?</b></p> <p>No, it is made available to all children based on need. 40% of our cohort are PP therefore we try to have 40% PP representation in all our initiatives.</p>	
5.18	<p><b>Attendance data is stronger than it was this time last year. What is being done to reduce persistence absence for PP pupils?</b></p> <p>We have robust systems and challenge in place. We utilise meetings and follow up letters and will use legal proceedings where required. We try to raise the profile of education and we use external agencies too. We offer our families a lot of support to change habits, but if they refuse to engage then we will use legal proceedings where required.</p>	
5.19	<p><b>What can be done to further support those pupils who are higher attaining?</b></p> <p>In terms of our children who are higher attaining, we have a rich and ambitious curriculum, and our teachers have the expertise to support children to achieve that higher standard.</p>	
5.20	<p><b>How do you utilise the bright spots within the staff once they have been identified?</b></p>	

	Whenever we are in the learning, we see some great practice and things that need to be developed. We identify colleagues in the team who are doing something very well and then we use them to coach other staff and to be observed which is very impactful for other staff.	
5.21	<b>Were just 50 pupils and parents involved in the recent safety survey?</b> The one before the half-term was 50 pupils but the parent survey is still open. During the ARV pupil voice was collected. Paper copies are being handed out to parents in the playground and have been completed positively. The online responses are anonymous and more critical.	
5.22	<b>How were the children selected?</b> 10 children per year group came out of class. The Pupil Voice was from children selected by the teachers and the feedback was very positive.	
5.23	<b>How do Ofsted select pupils to speak to?</b> They select them randomly from classes if they are doing a deep dive or they may speak to the Pupil Council. Last week the Kings Oak Pupil Council met with our Pupil Council and had a tour of the school.	
5.24	<b>The Hillfields' Hero award is impressive and it's pleasing to hear that the children felt the value of their work. What is planned next?</b> We will keep doing what we are doing in terms of Citizenship and encouraging children to be active citizens both in and out of school. We are seeing more children and families adopt this out of the school day.	
5.25	<b>Was the prayer room just for Ramadan or is this continuing. When are children able to access this?</b> It is a quiet reflection and prayer space that is open to everyone. It is part of EDI Ambassadors plan to develop the space further. It was used every day during Ramadan, both my Muslim and Christian children too.	
5.26	<b>Last year there was parent feedback about the RSE Policy?</b> We've not put a date in the diary yet. We have spoken to the whole staff team about the lesson content and agreed resources. Some parents may approach us once the knowledge organiser has been sent home.	
5.27	<b>Will there be a celebration assembly for PRIDE?</b> We celebrated LGBTQ History month in February and celebrated difference.	
5.28	In EYFS we were successful in our first year submission to the Bristol Standard which we are proud of.	
5.29	All academy Councillors are invited to visit the Forest School garden area.	
<b>6</b>	<b>Policies</b>	
6.1	<p>Policies to Note:</p> <ul style="list-style-type: none"> <li>Supporting Pupils with Medical Conditions (1)</li> <li>Online Safety</li> </ul> <p>Policies to Approve</p> <ul style="list-style-type: none"> <li>Admissions 2025-26 (signed-off by BS)</li> <li>MPA Student Friendly Online Policy (2)</li> </ul> <p>(1) Non prescribed medication can be provided by parents which can be administered in school using a strict protocol by staff who have been trained in administering medication.</p>	

	(2) Created and approved by the Pupil Council.  <i>The Academy Council approved the above policies subject to grammatical amendments.</i>	
<b>7</b>	<b>Matters for the attention of the Board</b>	
7.1	None.	
<b>8</b>	<b>Governance</b>	
8.1	Patricia Fry and Danielle Cohen's Term of Office is coming to an end, they will both stand again.	
8.2	One parent applied for the Parent AC vacancy and is in the process of providing their ID and undertaking a DBS check.	
8.3	All Academy Councillors are encouraged to attend the Governorhub Training sessions.	
8.4	PP and Attendance Link Councillors are required by the CLF, therefore all ACs are encouraged to consider if they will take one of these roles.	
<b>9</b>	<b>AOB</b>	
9.1	The budget for next year has been approved.	
<b>10</b>	<b>Close of Meeting</b>	
10.1	The meeting ended at 7.40pm	