

Minutes – Minerva Primary Academy Council

Issue Date: 16 July 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
Kate Richardson (KR)	Education Director
Danielle Cohen (DC)	Sponsor Councillor
Sue Burns (SB)	Clerk
<i>Vacancy</i>	Parent Councillor

Apologies: James Shephard (JShe)	Sponsor Councillor
Patricia Fry (PF)	LA Rep
Alison Levinge (AL)	Sponsor Councillor
Mark Powell (MP)	Parent Councillor

Observing Kingsley Ferdinand (Parent)

1	Introductions and Welcome	
1.2	BS welcomed Kinglsey Ferdinand to the meeting and introductions were made.	
1.3	Apologies were received and accepted for PF, AL and MP and JS.	
1a	Declarations of Interest	
	The Academy Councillors confirmed that they had no change to their declarations.	
2	Academy Council	
2.1	Mr Ferdinand has applied for the Parent AC position and is observing the meeting this evening and is in the process of completing an application form.	
3	Minutes of the Previous Meeting	
3.1	The minutes of the previous meeting (7 th May 2024) were agreed to be a true and accurate record and were signed electronically by the Chair.	
4	Actions and Matters Arising	
4.1	None.	
5	Academy Council Report	
5.1	The Academy Council congratulated the school on their good OFSTED outcome and strong SATS results.	



5.2	<p>How are staff and the SLT after such a busy and stressful term?</p> <p>It's fair to say that lots of staff are feeling tired, but we were well prepared for OFSTED and the whole team was pro-active about the inspection which went smoothly. However, there is an emotional toll to an inspection, T6 is a busy term, and preparations are underway for next year. Some staff have had Covid which has impacted on their energy levels. However moral remains high and the International Fair on Friday was very well received.</p>	
5.3	<p>How is transition into the new school year going for all the pupils, especially Y6 and those with SEND?</p> <p>We always arrange a strong transition into Y7, and all the children have had at least one day in their new school. The Pastoral and SEND Leads have met with the Secondary Schools so that our children are well understood. Three children have declined their Secondary Schools because they did not get their first three choices. We have supported the families to appeal and go on to waiting lists for schools in the area, but the children will be home-schooled. We are keeping in touch with the families and encouraging them to consider schools that may not have been on their list. The SEND children have had additional transition days and have had very positive visits.</p>	
5.4	<p>What is meant by 'cracking behaviour for learning policy?'</p> <p>The values are clearly laid out and we teach our children the expectations for the MPA Team, parents and the children. We have a tiered approach to children whose behaviour is not meeting our expectations. Rewards are available on an individual basis and on a class-wide basis. Children wanted more recognition for making self-respectful, learning decisions all the time which we have listened to and introduced.</p>	
5.5	<p>The Ofsted report stated that in Geography and History, the identification of key areas of knowledge is not as clear as it might be. What measures will you be taking to improve this?</p> <p>Over the last few years, we have focused on key concepts in the shared CLF curriculum. This is a Trust wide area of focus and through our subject networks we will develop the key knowledge so that they are consistent in all schools.</p>	
5.6	<p>Can the Academy Council support to reduce the negativity of some parents towards the school and if so, how?</p> <p>The OFSTED survey online portrayed more unhappy parents than ever before, but once the paper copies were added the data changed. When the survey is anonymous, we can't unpick the issues. The Inspector spoke to lots of parents in the school playground and only received positive feedback. We are on the gate so that we are visible, and parents can access us to speak to us. We need to continue to promote all the great things that we do and our personal development curriculum. Some of the negativity is from the parents of SEND pupils which is common in Bristol because the LA has a notice to improve, and the process is complex for parents to navigate. A 'Community Working Group' of AC's would be helpful.</p>	
5.7	<p>Would it help to have Academy Councillors at Parents Evenings?</p> <p>Yes, increasing the visibility of the Academy Councillors would be helpful. Parents have informed us that communication has improved but some</p>	



	<p>parents don't engage with our newsletters and information evenings. We pride ourselves on our inclusivity and want to provide all the children in the community with a good education. We have a skilled team and offer two different provisions to support children with non-functional language and social and emotional needs. The children in those provisions have made remarkable progress which OFSTED recognised.</p>	
5.8	<p>What targeted work will happen next school year to increase attendance of pupils with SEND?</p> <p>We are aware that SEND as a vulnerable group have not improved their attendance and will be a focus next year. There is often a level of complexity to SEND which may include medical needs. We have worked with PP children to develop their sense of belonging and will identify key adults to develop a sense of belonging with the pupils who have SEND. We have arranged meetings before the end of term with parents to understand what barriers may be in place to attendance.</p>	
5.9	<p>How will you support the two children who will return to Minerva in September due to there being no places available in a specialist setting, and the child who will be elective home educated?</p> <p>The two children with EHCPs have specialist provision listed on their EHCPs, but the children have made progress whilst at MPA. An EHCP is reviewed annually, and we will continue to provide for these children and meet their needs with top-up funding, until a specialist placement is found.</p> <p>The family who have made the decision to home educate have applied for an EHCP. We will keep checking-in with the family to support the EHCP to be completed.</p>	
5.10	<p>How do you plan to increase boys' phonics outcomes?</p> <p>The outcomes may be cohort specific. We've ordered new books and increased the number of non-fiction books on offer. We've spoken to the Y1 team where the parents have informed us that their children are reluctant readers. We have therefore ordered books that match their interests, and we are encouraging families to read with their children and to hear them read regularly.</p>	
5.11	<p>What have you taken from the OFSTED visit and what areas will you concentrate on for improvement?</p> <p>The main focus will be the assessment of foundation subjects which we will continue to develop. The AIP will include SEND provision because the Inspectors recognised that the paperwork could be streamlined. We need to continue our focus on disadvantaged pupils and their attendance and oracy. Behaviour for learning during unstructured times will also be a focus. Our lunchtime staff will be provided with additional development to understand our children with SEND. Our pupil voice groups were a credit during the inspection, and we will continue to develop these further.</p>	
5.12	<p>The SATS results are very pleasing. What can be done to increase numbers meeting the greater depth?</p> <p>The Academy Council have noted the strong results across the school which will scaffold future Y6 SATS results. The combined outcome is lower than national for greater depth but individually we are higher than the national. Writing is very difficult to obtain higher standard outcomes in and this is a national picture. Two of our children achieved greater depth in writing and we</p>	

	examined a further three children who were not quite there, one of whom has low attendance and two of whom are EAL. Our judgement was agreed with during moderation which demonstrates the skill of our team.	
5.13	ACTION: JH to bring some examples of greater depth writing to the next AC.	JH
5.14	Are there any additional foci for the next school year? Welcoming back our members of staff from maternity leave and helping them to settle back into their roles.	
5.15	How will you ensure the vulnerable cohort of children stay safe over the summer break? We have been working hard with 'Unique Voice' so that children can access on-site clubs during the summer. We have sign-posted to 'Busy Kids' which is a local club. Sports Project will be available on site, and we have staff who work at the beginning and end of the summer. We will contact our vulnerable families at the end of summer to see how their summer has gone and if they need any support. We provide our details with agencies that our families can contact for support over the summer and this information is also available on our website. We liaise with the external agencies and exchange information, and we track children who have gone abroad for the summer. Families have left later in the term than historically, and they have been honest about informing us which is an improvement.	
5.16	How many staff will be leaving Minerva at the end of term? Have you recruited to fill all vacancies? We have another member of staff leaving to join a specialist or ALP provision because we've offered them good personal development. We have four members of staff leaving for genuine reasons and two who have been covering maternity leave. All our vacancies have been filled with effect from today. Some of them have already visited and met the staff and children and the rest are scheduled to visit before the end of term.	
5.17	The end of year Safeguarding report is being drafted.	
6	Policies	
6.1	<p>Policies to Note: None.</p> <p>Policies to Approve</p> <ul style="list-style-type: none"> • Attendance • Anti-Bullying <p>There has been a national change to the attendance processes wef 19th August. This means that there is a three-year rolling period for absences with tiered fining resulting in a third absence being an automatic court case. The new legislation will mean that 10 sessions (five days) of absence will result in a fine.</p> <p>What happens if a family can't pay a fine? There is a payment plan arrangement.</p> <p><i>The Academy Council approved the above policies subject to grammatical amendments.</i></p>	

7	Matters for the attention of the Board	
7.1	None.	
8	Governance	
8.1	<p>An external review of governance has been undertaken by the CLF, resulting a change to the Academy Council constitution:</p> <ul style="list-style-type: none"> • 5 x Sponsors Councillors • 2 x Parent Councillors • 1 x Teacher Councillor • 1 x Support Staff Councillor <p>The Principal and the Exec Principal will attend AC meetings as ex-officio's.</p>	
A	<p>Link Roles:</p> <ul style="list-style-type: none"> • Safeguarding – Bridget Sutters • SEND & LAC – Bridget Sutters • Disadvantaged (inc PP) – Pat Slee • The remaining Link roles will remain the same, except for EYFS which will be deleted. • A community Link Role will be added – AC TBC 	
8.3	Save the Date: Wednesday 25 September 2024, 5.00pm via Teams	
9	AOB	
9.1	None	
10	Close of Meeting	
10.1	The meeting ended at 7.10pm	