

31st Jan
2018
@ 6pm

Minerva Academy

Academy Council Meeting - Minutes

Members:

Nicky McAllister (NM) - (Chair)	Sponsor 1	Jenny Harvey (JH)	Teacher
Dan Wilesmith (DW) *	Sponsor 2	Donna Goodhind (DG) *	Support Staff
Bridget Suitters (BS)	Sponsor 3	Anna Keen (AK)	LA Rep
Nithya Prabhaukar (NP)	Sponsor 4	Thareem Naz (TN)	Parent 1
Pete Franklin (PF) *	Sponsor 5	Shuyara Chowdhury (SC)	Parent 2
Susie Weaver (SW)	Interim-Executive Principal		
Pete Hallam (PH)	Principal	Sue Burns (SB)	Clerk
*	<i>Indicates absent from meeting</i>		<i>Indicates question asked</i>

The Academy Council met for twenty minutes (without the Principal), to review the papers, discuss lines of enquiry, and identify trends.

1, Introduction, Administration, and Apologies

The meeting commenced at 6.20pm.

Absent with apologies: DG, PF.

Absent without apologies: DW.

The apologies were received and accepted by the Councillors.

The meeting was deemed to be quorate.

2, Declarations of interest

The attendance and pecuniary interest registers were signed by all present.

3, Minutes of Previous Meeting (17th November 2017)

The minutes from the previous meeting were agreed to be a true and accurate record and were signed by the Chair.

4, Matters Arising

(Addressed in the following agenda items)

5, Presentation by Tina Oram (SENCo)

SEN Provision and Impact – (Powerpoint Presentation projected on a whiteboard)

Learner Passports are provided for all pupils working at an earlier-stage (except EAL pupils).

Pupils with additional funding are tracked on a 'Learning Log'.

Individual SMART targets are set.

Cycles run for twelve weeks. In the last cycle 71% of the targets were achieved.

The current cycle is predicted to achieve 75% of the targets. The cycle is reviewed every two weeks to ensure that it is having impact.

What is Maths Counts?

This is a KS2 intervention for children working at lower than Y3. It is a one-to-one provision with a trained LSA. Entry and exit data indicated that all children made at least six months progress, and five out of eight children made over one year of progress. Currently we are trialling a ratio of two pupils to one LSA to see if this still has impact.

Does this intervention boost the confidence of the children using it?

Yes, one child has made over two years of progress and is now engaged in learning in all lessons.

(SW left the room at 6.25pm to receive a phone call, and then returned at 6.33pm)

When did you start using Maths Counts?

In January 2017 as part of a pilot for the Education Endowment Foundation.

Progress is based on the Soundwell assessment, did attainment improve too?

Initially no as some of the pupils were in Y5, therefore the data still reflected 'at an earlier stage'. The data now measures *where* at an earlier stage the pupil is working at.

Is the Soundwell test a standardised test?

Yes. SEND pupils are often working at an earlier stage than the group they are in. We therefore use ARE KPIs for an earlier stage. However, despite some pupils remaining 'at an earlier stage', we will be able to demonstrate progress.

Direct Phonics is for pupils at an earlier stage and is a 7-week intervention. All four children made expected progress, but two out of the four passed the screening check in Y2. A third child had a speech impediment.

Talk Boost is a 10-week programme (4 children). Children are assessed using the SLC progression tool. All the children scored 33% or less at ARE at baseline, but by the end of the 10-week block 75% of children had achieved ARE in all areas. One child achieved ARE in half of all areas, but they only had 90% attendance.

The Academy Council reviewed individual Learner Passports.

Do the teachers find the passports manageable?

Yes, these inform planning, and teachers collate evidence during lessons. This is a working document that supports quality first teaching.

Are Learner Passports specific to Minerva?

All schools use a similar process, but they can be called different names.

The passports include parental input, do parents engage?

We do not routinely monitor parental engagement. We have an initial meeting where we record the targets and parents review them, we then meet again at the end of the intervention. We may be able to use Learning Diaries to record parental engagement moving forward.

The Academy Council thanked Tina Oram for her presentation and remarked that they are pleased that progress data is reported per intervention.

6, Academy Council Report **Paper circulated in advance.**

What progress to has been made towards KS2 targets?

We have an ambitious target of 70%-80% and are currently at 55% on track or above for combined ARE. Separate Reading, Writing and Math predictions are nearer to 65%. Each child represents 2.5%. Anecdotally there is evidence that pupils' confidence is improving with time. In the second week of next term there will be a mock SAT, which will produce gap data which we can use to inform planning.

Currently the data is 55%, what was it at the beginning of year?

50%. Some new children have joined and some have left, which has impacted this result. We are teaching to the gaps to mitigate against this challenge.

What about boys' achievement in Y3 and other vulnerable groups?

The data indicates that there is still a gender gap in Y3, but not for Maths. There is evidence that the Y3 teachers are inspiring boys to write, which should show a positive impact in the data as time goes on.

How is boys Writing performing in other year groups?

In Y4 boys are outperforming girls in Writing. In Y6 the gap is very small (7%, approximately 3 children), which is almost statistically insignificant given the ratio of girls to boys (17 girls and 23 boys). Y6 teachers have advised that confidence building is required as opposed to additional interventions. Some children have therefore been provided with a mentor. Some boys remain reluctant to take risks with their Writing, which is being addressed with growth mindset within teaching. Some boys are part of the PIXL group and their confidence is improving.

Could you use Y6 boys to mentor younger boys to improve their confidence?

Yes, this could be considered.

What is the progress for Maths in Y2?

The limited progress in Maths has been identified, particularly for girls. Both class teachers are aware and have identified specific individuals. There is now a separate group for girls in the afternoon, receiving a Booster Maths group. We have also spoken to parents about using positive language around Maths. A second mixed group intervention will be arranged for boys and girls.

Are we accelerating progress in EYFS and KS1?

There have been some issues, and a staff absence for all of T2. We have therefore changed the working week and provided external support. The accommodation has been challenging due to the building works that are taking place. The Black Box data has indicated where the gaps are. Managing Feelings and Behaviour, Making Relationships and Understanding are all areas that are under-performing. We have now introduced provision with Nursery and Reception together, to support this EYFS goal.

Are the SEND pupils making progress in KS2 Reading and in all subjects in KS1?

We are confident that SEND pupils are making progress and can evidence this. SEND progress has a discrete section in the AIP and we have set targets against number of passport targets that are met. The T2 data is looking positive.

November Review Feedback

The November review indicated challenging behaviour in KS2?

Yes, we have fed this back to staff and have increased our expectations around transition. The November review comments refer to lessons that contained one-off behaviour incidents, but an improvement has been noted. The SMSAs have had a meeting to discuss the lack of engagement with children. There are site and weather limitations to the playground space currently. There are some pockets of challenging behaviour that is being addressed, but overall the children have used the space appropriately. A six-week training session on meaningful play will be introduced by Kath Archer.

Is the SMSA training voluntary?

Yes, as it is outside of their contracted hours, although they will be paid for the training. We are strongly encouraging all SMSAs to attend.

Some variation in the quality of teaching and assessment was noted?

There is a Marking and Feedback Policy, but some marking is less effective as it is not being responded to, and some work is not marked. We are reminding teachers of the importance of the Marking Policy, but we have also had some new staff who have not understood the policy. All staff are working hard, but not necessarily in the right way. Good marking involves children editing their own work. We completed a teaching and learning review, and most practice is good.

High expectations e.g. presentation has been an issue for some time?

Presentation still requires improvement, but has improved since the last review. Where there has not been an improvement we have challenged teachers further. Teachers are now modelling pride in presentation.

ACTION: NM to arrange a Learning Walk focused on presentation.

How are you meeting the needs of children in mixed-age group classes?

We have reviewed mixed-age classes, with a focus on Y1 which is mixed between three classes. The PPA timetable has been changed to ensure that all three teachers can share best practice and planning during PPA time. Timetables have been changed so that Phonics takes place at the same time and groups can be used effectively.

The Y5/6 class has a similar curriculum, but we recognise that Y6 need to feel special at this point in the year. From T4 we have introduced an additional class so that the Y5 and Y6 are separated.

6.1, Achievement & Standards

Attendance

Persistent absence has reduced from 14.4% to 10.9%?

We are not on track to meet the published attendance target due to pupil mobility and delays in removing pupils from roll. We track these children separately and use dual-tracking. Ten families have been identified as a particular concern. They have external agency involvement and we will continue to challenge their attendance. Systems and procedures are strong for both attendance and safeguarding; therefore we know where children are when they are not in school.

Are the bereaved children receiving support?

Counselling has been offered and additional support from the pastoral team, who check-in on them on a regular basis. They have settled back into school well.

The CLF Risk Assessment shows MPA as being a secure 'Good' by the end of T4, are you confident of this?

Yes, based on our data, particularly for KS2 for progress and attainment. In KS1 we are not at national, but can demonstrate progress. We are hopeful that the CLF will take the building works into consideration. Steve Taylor (CEO) has offered to approach Ofsted and ask them to delay inspection due to the site issues, but PH will discuss this further with SW before making a decision. The SLT have worked hard to draft an AIP which is monitored, and to refine the SEF as evidence. The data dashboard indicates progress and attainment over three-years, which is strong.

Have you set aside INSET time to discuss the changes to the CLF Safeguarding, E-Safety and Code of Conduct policies?

Yes, we have E-Safety week next week and an inset day on the first week back which will focus on the E-Safety Policy. We have summarised the changes in the Safeguarding Policy which staff have signed to confirm they've read. Ian Payne has advised that he will arrange a Code of Conduct presentation for staff.

6.2 Risk Register

Wendy Hellin has reviewed the Minerva Risk Register and has suggested amalgamating some risks. A new format risk register will be issued shortly.

The Assistant Principal is going on maternity leave. Should this be recorded on the Risk Register, along with the mitigation?

We have a plan to cover the maternity leave internally with the Vice Principal who is a qualified SENCo. She will take on the SENCo responsibility but not line manage the LSAs. Some consultancy work will be undertaken for more onerous SENCo work e.g. EHCP applications, which we have arranged before to ensure consistency. Safeguarding will be covered by Jess Crossley (Parent Support Worker). We are aware that there will be an impact from reduced capacity.

Do we have to pay for maternity leave?

It is covered by statutory maternity pay.

6.3 Finance, Health & Safety, and Estates

Health & Safety

BS has met with the ABM and undertaken a H&S walk which has been documented. There are no issues currently. Joe Crickson has undertaken a H&S audit and the academy are working on the action plan.

Estates

There is a project steering group overseeing the refurbishment of the building. The contractors are on track to hand over the new building during August 2018. The steering group has reviewed the IT provision and are intending to visit the new building, with the staff, as soon as it is safe.

The branding and promotion meeting will take place on **Tuesday 6th February 2018 at 3.45pm**. All Academy Councillors are welcome. Marvin Rees (Mayor of Bristol) will open the new building at **3pm on Tuesday 4th September 2018**. A grand opening will then take place in November 2018, encompassing a children's performance.

The Academy Council thanked the local community for their support with the building work. The mince pie event in December 2017 was also very well attended with at least sixty people being present.

ACTION: All Councillors to note the date of Tuesday 6th February 2018 at 3.45pm, for the branding and promotion (of the new building) meeting.

6.6, Policies that require review

- **Equalities** - Approved
- **Safeguarding** – Approved, pending personalisation which will be checked by SW.
- **E-Safety** - Approved

Proposal to approve the above policies: TC

Seconded: EB

Show of Hands: Unanimous

6.7, Actions for AC Members

Academy Councillors were reminded to arrange their Link visits, and record their observations.

6.8, Training

ACs are reminded to attend training on **22nd February 2018** and choose from:

- Provision for SEND or Training for Interview Panels
- PP or Looked After Children

7, Ofsted

BS and NM have met with Pete Hallam to discuss Ofsted preparation for the Academy Council. AK and PF will join as external Councillors and Sue Coombes from Begbrook will provide a reflection on their inspection to help with preparation.

8, PP Impact last year

N/A

9, Events within and beyond the Academy

N/A

10, Student Voice

The Student Voice Survey results were projected on a white board

PH has carried out a Pupil Voice Survey which was completed by 93 children. Most of the results were positive.

5 children indicated that they did not enjoy school.

5 children indicated that they do not feel there is an adult they can approach.

22 children reported that behaviour is not good in the school.

10 children reported that bullying is not dealt with in school.

7 children said they do not feel safe.

PH has identified all the children who were unhappy and has interviewed them individually. Some children did not understand the bullying question (e.g. the word 'dealt'), or did not understand what constitutes bullying. There are a small number of KS2 boys (4) who have visual behaviours. These behaviours are being addressed by staff, but other children are not always aware of this e.g. one child has been permanently excluded, one does not go out at lunchtimes, and two are on support plans. The current layout of the school means that the children must come through the building and then funnel into the dining hall after unstructured play, which is a mitigating factor. This additional evidence means that PH is confident that the survey does not reflect poor or unsafe behaviour in school.

Was the survey voluntary?

We asked the teachers to identify 15-20 pupils per class to complete the survey. The next survey will contain fewer questions and they will be explained in advance.

11, Governance

Boys – Sharon Stell

Paper circulated in advance

The Academy Council will arrange a Link Visit later in the year to review the portfolio of work.

12, Equality & Diversity

See Equality Policy.

13, Matters for the attention of the Board.

None.

14, AOB

None.

15, Date of Next Meeting – 30th April 2018, 6.00pm

Meeting ended at 7.55pm

ACTIONS

ITEM	ACTION	INITIALS
5	NM to arrange a Learning Walk focused on presentation.	NM
6.3	All Councillors to note the date of Tuesday 6 th February 2018 at 3.45pm, for the branding and promotion (of the new building) meeting.	ALL

Signed by Chair: _____ Date: _____