

Minutes – Minerva Primary Academy AC Meeting 4

Version: Draft
Issue Date: Wednesday 2nd May 2018
Meeting Date: Tuesday 1st May 2018
Location: Minerva Primary Academy
Time: 6.30 - 8.30pm

Chair:	Nicky McAllister (NM)	Chair – Sponsor 1
Attendees:	Bridget Suitters (BS)	Sponsor 3
	Pete Franklin (PF)	Sponsor 5
	Anna Keen (AK)	LA Representative
	Pete Hallam (PH)	Principal
	Jenny Harvey (JH)	Vice Principal and Teacher Councillor
	Donna Goodhind (DG)	Support Staff
	Susie Weaver (SW)	Interim Executive Principal
In attendance:	Wendy Hellin (WH)	Clerk to Board
Not present:	Dan Wilesmith (DW)	Sponsor 2
	Nithya Prabhakar (NP)	Sponsor 4
Apologies:	Thareem Naz (TN) Shuyara Chowdhury (SC)	Parent Councillor Parent Councillor

Minutes

Item	Description	Action
1	Introductions, Administration and Apologies	
1.1	NM welcomed everyone to the meeting and introductions were made.	
1.2	Apologies were received from Thareem Naz and Shuyara Chowdhury.	
2	Declarations of interest	
2.1	No verbal declarations were made.	
3	Minutes of Previous Meeting	
3.1	Minutes from the previous meeting were approved. NM advised that clerking arrangements across the federation are currently under review. It is hoped that a proposal for clerking will be in place by term 6.	
4	Matters Arising	
4.1	i) Learning walk –NM to carry this out with a parent governor; to be scheduled before the end of this term. BS confirmed she will carry out the SATS administration check. JH advised that subject leaders have ‘pride in presentation’ as one of their objectives and felt it would be useful for BS to meet them as part of the administration check. ii) Branding of new building – NM confirmed she attended this meeting.	PH/JH to provide dates
5	Presentation from key staff who are accountable for aspects of performance	
5.1	NA	

6	Academy Council Report	
	Questions from the Council (in bold) and responses from PH/JH unless otherwise annotated.	
6.1	Where are we currently with KS2 students in terms of data? With 12 days to go before the SATS, what is in place to meet their needs? How close is the academy to reaching to CLF targets?	
6.1.1	The students have recently sat a mock for KS1 and KS2 and the data shows a huge improvement since the November mocks. For combined, there are approximately 8 students who need considerable support for their particular needs. We have introduced breakfast clubs for maths for identified children. There are booster classes for those children on afternoons.	
6.1.2	We carry out question level analysis of the mocks to identify precisely what the students need to do to improve. Maths and writing are the key areas. A lot of progress has been made with reading. We also have a mentoring programme.	
6.1.3	We have written to all Muslim parents to ask them to delay fasting as Ramadan falls in the middle of SATS.	
6.1.4	There are often a lot of late nights associated with Ramadan. Have you considered starting the tests later in the morning to allow for students that arrive late or tired?	
6.1.5	We are going to invite all students in for breakfast and plan to start the exam at 9.15am. BS has been invited to the staff briefing where we detail what help they can provide to the children and what they must not do. These are detailed in the SATS guidance provided. In general any help provided in SATS should match records of regular support provided to children in class.	
6.1.6	How close are you to the following CLF targets: Reading 73% (stretch 78%); Reading Progress 1.03 (stretch 1.08); Writing 81% (85% stretch); Writing Progress 3.0 (stretch 3.5); Maths 75% (stretch 83%) Maths Progress 0 (stretch 0.5); Combined 68% (stretch 75%)?	
6.1.7	The MPA target is 80% for reading, writing and maths. The combined target is 65%.	
6.1.8	We have had one child leave recently – they were on track to achieve. We had another child leave earlier in the year; also on track. We are trying to ensure those on the cusp have adequate support in place. There are 37 students in the cohort.	
6.1.9	What have you used for the mock tests?	
6.1.10	We used previous papers from last year.	
6.2	You spoke about having mixed groups for Year 2 for maths. Has that now been introduced, and what is the impact?	
6.2.1	We created a PiXL all girl group. Girls are not attaining as well as boys. They were taken from both classes. Based on the T4 data, the impact is not yet there. However, in terms of individual strands of maths, there has been a difference. We have identified next steps for those in year 2 not attaining in maths. There is an added factor in that a couple of the girls in the group have very low attendance and this is affecting their progress. This is about those students needing to be in school more, rather than about the intervention provided. Since the start of term 1 the gender gap has halved from 22% to 12% in maths for year 2.	
6.3	What are the predictions for on track for KS1?	

6.3.1	Combined 68%, reading 82%, writing 71% and maths 82%. The academy had writing externally moderated last week and the moderators were pleased with our judgements. This was commissioned by the academy. We are expecting external moderation for KS2 this year.	
6.4	The academy has been working with the team across the CLF to further develop provision in EYFS. What impact has this had on provision and on the predicted outcomes?	
6.4.1	The team noted the improvements we have already made and identified the potential to make further improvements in provision by teachers taking ownership of the data. The Early Years team now lead their provision, having taking ownership of the data and they plan from the gaps identified. GLD is at 68%. Key children identified will make the difference in terms of reaching target. We have identified further support in reading. We are on track for the end of the year. The team re-visited the academy last week and was very encouraged that the academy had acted on the items discussed. NM asked that key headlines are shared with the Council as things progress.	PH
6.4.2	SW noted that this is a good example of one of the benefits of being part of a MAT. An internal review noted an area for improvement, the federation commissioned support, that support is reviewed and monitored by the AC.	
6.5	At the last meeting, you reported that Kath's 6 week training session on meaningful play would be set up due to some behaviour challenge in kS2. Has this happened and have you seen an impact from it on behaviour?	
6.5.1	Yes, this was voluntarily attended by some SMSAs as well as by some parents. We have not yet measured impact. In response to an identified need, we have now opened up the two playgrounds and have created some small quiet areas like arts and crafts. Students chose their play activity based on choice, not age. It has been well received by children and the SMSAs. We are considering basing SMSAs in a permanent playground position in future rather than rotating them as we do now. We have had attachment awareness training and it can be stressful for children when their key SMSA is not around due to rota changes. A policy about play is needed that includes specific reference to risks	
6.6	Persistent absence has increased quite dramatically. What is the academy doing about that?	
6.6.1	We have a very high level of extraordinary circumstances; 3 times the national figure. <i>(JH provided some anonymous examples of this)</i> . Some absences are created when parents don't phone in, but this has improved. There are also still some families who keep a child off school when a sibling is ill or there is a problem in the home. There are 40 out of 222 children that are classed as PA.	
6.6.2	(AK) It is a massive focus for BCC this year across all educational establishments. Please feedback to me any issues that I can assist with, such as problems removing students from roll.	
6.6.3	We are also focusing on the long term effects of non-attendance and working on raising aspirations. We have introduced some new initiatives across the school such as five minutes extra play when the class has 100% attendance for the week. We work with the student council on these initiatives.	
6.7	The PP children are achieving better than non-PP students across the board in year 6. What is the reason for this and can it be translated to other year groups?	

6.7.1	It is not as clear cut as that. There is a different picture for each year group. For example, year 5 PP students are often also SEND. It is not a clear PP and non-PP split. In some instances we understand that there is clearly poverty within some families and yet the children have not been identified as PP. We have very detailed family knowledge right across the students. This helps to bring awareness to the individual children and their needs, and is used in conjunction with JH's work around challenging the gaps.	
6.8	Page 6 of the AC report has a paragraph on the increasing attendance gender gap. Pupil voice indicates that some subjects are boring. Higher up in secondary education, students are losing some of the creative subjects due to the bucket system. How are we ensuring we foster a creative curriculum? What ages are the attendance gaps most prevalent?	
6.8.1	There is no particular age, there are pockets with attendance. We wanted to talk to the school council and were surprised by their response. There is a big emphasis on literacy and numeracy but we want a broad and balanced curriculum so this needs to be addressed. There are some teachers not overly confident at teaching art for, example, so we need to develop our subject leaders to promote art, music and PE. There are federation wide networks that will help with that. Extra-curricular activities also help to address the balance. We need to ensure students feel joy in the curriculum.	
6.9	How are student numbers looking for September?	
6.9.1	We have 38 joining in September, which is low, but we do normally have several in-year joiners from September onwards.	
6.9.2	That will impact on funding. How are you going to resource the academy?	
6.9.3	It is a problem. We have had to look very closely at the budget. We have been focused on promoting the school, and particularly the new build. We have carried out a leaflet drop and refreshed the website. The academy is on the border with Bristol and South Glos but comes under Bristol admissions. It was agreed that the academy will have a conversation with the South Glos admissions team to ensure they are briefed about the new build and that there is a process in place to ensure staff provide the right information to parents about the application process for MPA.	PH
6.10	At a recent PSG there were items discussed that Elliotts had listed as inclusive of the build, that subsequently were not included. Have you secured the finances you need for the new school?	
6.10.1	Yes we have. There are some concerns around Elliotts' lack of action in certain areas. They have been slow to act on some operational issues. The EFSA and Heidi Clement from the central team have been holding them to account. I cannot do this as I need to ensure my focus remains on other things. Heidi has been very competent in ensuring things are done but there will be things that require my attention that Heidi cannot deal with, such as certain specification requirements we have. It would be timely for SW or Steve Taylor to attend the next PSG.	
6.11	PF thanked PH for the AC report which was well laid out and contained useful information. PF asked that in future staff used repeat headers in all reports for ease of reference.	PH/JH
7	Achievement and Standards	
7.1	This item has been covered within item 6.	

8	Events within and beyond the Academy	
8.1	No current updates.	
9	Student Voice/Student Advocate	
9.1	This item has been covered at item 6.	
10	Governance	
10.1	No current updates.	
11	Equality and Diversity	
11.1	No current updates.	
12	Matters for the attentions of the Board	
12.1	No matters were identified to be escalated to the Board.	
13	Any Other Business	
13.1	JH noted that the incorrect SEF had been attached to the AC Report. The current version is version 4. JH will circulate this after the meeting.	JH
13.2	PH shared some of the MPA rebranding materials. It had been a joint decision between SLT and AC to retain the owl, but to update the design.	
13.3	The Council discussed ideas for the grand opening of the new building.	
13.4	A notice has been circulated regarding the CLF conference on 6 th July. Councillors are asked to attend if they are able.	
13.5	Sue Burns has asked the Council to nominate a Councillor to be responsible for mental health and wellbeing. NM agreed to take on this role.	
13.6	NM reported that she met with PH and SW last week for a pre-Ofsted session and reminded Councillors that they should be on stand-by to attend should the call come in.	
14	Meeting Close	
14.1	The meeting closed at 20.06hrs.	

	Actions	
4.1	PH and JH will liaise with NM to schedule the learning walk, and with BS to arrange the SATS administration check.	JH/PH
6.4.1	NM asked that key headlines from Jane Whitehurst's report be shared with the Council.	PH
6.9.3	PH will speak with South Glos admissions team.	PH
6.11	PF requested that staff use repeat header in all reports for ease of reference.	PF
13.1	JH will circulate version 4 of the SEF to Councillors.	JH