

16<sup>th</sup> July  
2018  
@ 6.30pm

# 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 before the meeting (without the Principal), to review the papers, discuss lines of enquiry, and identify trends.

### 1, Introduction, Administration, and Apologies

The meeting commenced at 6.45pm.

Apologies were received and accepted for: PF.

The apologies were received and accepted by the Councillors.

Absent without apologies: DW and NP. The meeting was deemed to be quorate.

SW phoned to advise that she would be late, due to a meeting schedule conflict.

### 2, Declarations of interest

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

### 3, Minutes of Previous Meeting (1<sup>st</sup> May 2018)

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

### 4, Matters Arising

**Learning Walk** – This will take place next term.

**Budget** – There is a balanced budget for this year, with a small carry-forward. The school is on the border of South Glos, therefore PH will ensure that the admissions team are aware.

**SEF** – This has been circulated to the Board.

### 5, Academy Council Report

***Paper circulated in advance.***

BS visited the school last term, and acknowledged the support that the staff had arranged for the pupils during the SATs process.

**The SATs results are disappointing. Why do you think the combined scores, and Reading scores were low?**

The Reading paper impacted on the combined results. On Monday we will undertake a full analysis of the outcomes, with the staff. Poetry, and increasing the vocabulary of the children will be a focus next year. Begbrook also found that most of the children lost marks because they did not know how to 'find and copy'. This is a test skill that we will address with the children. Children who are on the cusp will be a target next year, as well as building test stamina.

There are three children who between them both scored 27; but 28 marks were required to get ARE. One child missed out one word, and one pupil dropped two marks in Maths. It has not been possible to find additional marks, but all three papers will be re-marked. If these three children had achieved ARE, we would have achieved 64%, but as it is the headlines appear as a 10% drop.

We had three new arrivals who were working below the test when they arrived at the school. These pupils were removed from the test.

A big change in the test has been questions around the general level of conversational literacy. Children who are less articulate and don't have English as their first language will find these tests more difficult. We need to encourage a love of reading as a long-term skill, therefore we need to strike a balance between additional reading and test-specific reading, as this may impact on children's long-term love of reading.

We need to give children the skill of being able to undertake a test. However, if this is our strategy for teaching we will not enthuse children and therefore they are likely to make less progress. Note, the three children that just missed achieving ARE, started in KS2 and were not home-grown. We also lost two children who were anticipated to achieve well in the SATs.

**Your cohort next year has a high proportion of SEND pupils, how will you address this?**

It is a diverse cohort and therefore we also have some high attainers. All children will be given the individual support that they require.

**In some cases, 25% of the children exceeded ARE?**

Yes. In Writing 33% achieved greater depth, and this outcome was externally moderated by South Glos.

**What were the Reading and Maths greater depth results?**

20% achieved greater depth in Reading. In 2017 we achieved 11% greater depth in Maths, this has increased to 25%.

**What is behind the KS1 outcomes?**

The pupils entered Y2 at a higher attaining level, due to the support they received lower down the school. The Y2 teachers have worked well together and have identified gaps which have been targeted.

**How do you plan to support the children who have Speech and Language, or Social and Emotional needs, with the Phonics re-takes?**

There were ten children who didn't pass the Phonics screening. The children with Social and Emotional needs will meet ARE eventually, but they need to be in a place where they are ready to learn first. One to one and outreach support from the NEST and Thrive will support them with this. However, despite this additional support, they may not pass the phonics screening in Y2.

The LA has identified that some children have severe Speech and Language needs. External Speech and Language specialists will support them, and we may apply for an EHCP to access better support for them.

### **What is the NEST?**

It is an Alternative Learning Provision (ALP) based at Frome Vale, which is part of the CLF. The staff work with children who have attachment issues or additional needs. The children are given a key-worker to support them with their social and emotional needs. The pupils are then re-integrated into mainstream school, or into another ALP if required.

### **How does the NEST outreach work?**

The staff from the NEST visit CLF schools to observe and offer support with specific pupils.

The Ofsted inspection highlighted that the curriculum requires development in IT, French, and Art. Therefore, we have arranged curriculum training sessions for the staff next year. We have had issues with inadequate wifi, but the new building will solve this issue. A new member of staff has given good ICT leadership which will be embedded. The use of ICT will be monitored to ensure that children have more exposure. Staff confidence needs to be boosted, so that they are more enthusiastic about engaging their pupils. Coding will be introduced, and staff will be trained on this aspect of ICT. We used to have a French Leader one day a week, but this was not sustainable financially. We will roll out a scheme of work for the staff to improve their confidence. French is taught in the school, but it is not taught consistently. By purchasing a scheme, we can ensure that work builds on skills.

*SW advised the Academy Council that the CLF are developing the curriculum across the Key Stages, to include humanities. Teams are developing the curriculum from three to nineteen and are writing a CLF curriculum overview.*

### **How will you develop middle leadership?**

Ofsted recognised that good progress had been made with developing middle leadership, we now need to embed this and ensure that Leads are able to hold their colleagues to account and monitor this on a termly basis.

### **How will you put the wow factor into lessons?**

We need to ensure that as leaders we reflect on the evidence base for statements made by Ofsted. In this case the Ofsted inspector's evidence base was a conversation with pupils, who often interpret a wow event as a big trip. At the next inset day, we are going to plan our wow days in advance and explore different mediums to engage children. We can also consider a whole immersion day into a new enquiry in the first week of each term, and trips would then be used to enhance the curriculum.

### **How will you celebrate the diversity of our community?**

The children discussed this as a strength with Ofsted, we now need to build on this strength. There is a culture of acceptance and diversity which is underpinned by the children's comments to Ofsted that "it is ok to be different at Minerva". We are planning to engage the local mosque and arrange a visit, as well as a synagogue, and Bristol cathedral. We will utilise the PSHE curriculum to identify additional opportunities as well as working closely with our parents to celebrate diversity. This is already being mapped into our curriculum plans.

**Are there any other priorities that have been identified from the Ofsted inspection or the Outcomes?**

We want to embed the good teaching and learning, and strong practice, before we introduce any new initiatives. We will expose the children to more poetry and support their test skills. We are also going to support phonics and cursive handwriting before KS2.

**What do you need to do to move Good to Outstanding?**

Consistent teaching and learning, involving our community, and working in partnership. Parent engagement has improved in the last year, so now is the time to capitalise on this. Nick Walters gave a talk at the CLF conference and was an inspiring speaker. Children benefit from having roles and jobs in school which gives children a sense of belonging and of value, which in turn will impact on school improvement. Older children who have mentored younger children and have been role models, have had great impact.

*The Academy Council congratulated the SLT on the KS1 results.*

**The new build delay is disappointing, how will you manage that next year?**

It is only an eight-week delay. Moving part-way through the year is not ideal, but we can work practically and move over the half-term holiday. The launch event will be re-arranged and the builder's interim plans for the playground are workable. It is important that we retain high staff morale. The staff are committed and resilient.

**Are you confident that there will not be another delay?**

We have sought reassurances from the contractors. A project steering group meeting will take place tomorrow when we should receive more detailed reassurances. We are hoping that the staff will be able to visit the building next week. The Y6 children will visit on the last day of term. Marvin Rees the Mayor will open the building.

**5.2, Risk Register**

No change.

**5.3 Finance, Health & Safety, and Estates**

No change.

**5.4 CLF Collaboration and Input**

Significant CLF support and expertise was provided swiftly during the Ofsted visit, for which the school and Academy Council are grateful.

**5.6, Policies that require review**

None.

**ACTION: JH to arrange for Fi to link with Wendy Hellin re CLF central policies and review dates.**

### **5.7, Actions for AC Members**

Academy Councillors were reminded to arrange their Link visits, and record their observations. There is one Sponsor Vacancy; NM will contact Wendy Hellin to discuss recruitment for this vacancy. There is a Student Advocate vacancy on the Academy Council which JH will recruit for. NM has tried repeatedly to contact DW, but to no avail. Therefore, as he has not attended any meetings in the last year, regretfully he will be removed as an Academy Councillor, with immediate effect.

**ACTION: JH to identify a Student Advocate Representative before the next AC meeting.**

**ACTION: JH to circulate the Student Council meeting dates to the AC.**

### **5.8, Events within and beyond the Academy**

None.

### **6, Ofsted**

*See discussion above.*

### **7, Governance**

**Training** – The 2018-19 training schedule will be circulated when it is published.

**Saturday 15<sup>th</sup> September 2018** – All the CLF ACs will meet to discuss the CLF outcomes.

An extra Minerva AC meeting will be planned at the end of T2 to review AC training and role requirements, to further support the school.

### **8, Equality & Diversity**

See Equality Policy.

### **9, Matters for the attention of the Board.**

None.

### **10, AOB**

#### **South Glos Moderation**

*Paper circulated in advance.*

An external moderation took place by South Glos which described the writing in Minerva as 'exemplary'.

*The Academy Council thanked the Y6 teachers for their inspiring teaching, and using the exemplification materials for cross referencing.*

**ACTION: NM to write and congratulate the Y6 teachers.**

**15, Date of Next Meeting** – Wednesday 24<sup>th</sup> October 2018 – 6PM

**Meeting ended at:** 8.00pm

## ACTIONS

ITEM	ACTION	INITIALS
5.6	JH to arrange for Fi to link with Wendy Hellin re CLF central policies and review dates.	JH
5.7	JH to identify a Student Advocate Representative before the next AC meeting.	JH
5.7	JH to circulate the Student Council meeting dates to the AC.	JH
10	NM to write and congratulate the Y6 teachers.	NM

Signed by Chair: \_\_\_\_\_ Date: \_\_\_\_\_