

# Minutes – Minerva Primary School Academy Council Meeting

**Version:** Final  
**Meeting Date:** 5<sup>th</sup> February 2026  
**Location:** Online via TEAMS  
**Time:** 5.00pm

<b>Chair:</b>	Kathryn Volk	Chair
<b>Attendees:</b>	Phil Mansell	Sponsor Academy Councillor
	Steve Druce	Sponsor Academy Councillor
	Debra Glenn	Staff Councillor
	Kate Caldecott	Staff Councillor

<b>In attendance:</b>	Gareth Nation	Principal
	Emma Williams	Clerk

<b>Apologies:</b>	Elizabeth Shearcroft	Sponsor Academy Councillor
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## Minutes

		Action
<b>1</b>	<b>Introduction, Administration and Apologies</b>	
1.1	Apologies received from Elizabeth Shearcroft.	
<b>2</b>	<b>Declarations of Interest</b>	
2.1	There were no declarations of interest.	
<b>3</b>	<b>Minutes of Previous Meeting</b>	
3.1	Minutes were agreed as a true and accurate record of the meeting.	
<b>4</b>	<b>Policies</b>	
4.1	Admissions Arrangements Policy 27/28 to be discussed next week at a short online meeting. Councillors should read the policy and bring any questions/comments to the meeting.  <b>ACTION</b> – EW to set up online meeting for KV, PM and SD to discuss and approve the policy.	
<b>4</b>	<b>Academy council report</b>	
4.1	GN provided an overview of the Academy Council Report.	
	<b>Inclusion</b>	

4.2	<p>MPS had a visitor from HVA to look at the pathway provision showing the progress towards targets on IEP's</p> <p>MPS is a named school for relational policy and practice.</p> <p>This is detailed on the website and people can come and visit.</p>	
	<p><b>How do you monitor the impact of this? Is it overwhelming? Could you be attractive to families and indirectly become a specialist school?</b></p>	
	<p>Since MPS has been named as a school with relational policy we have not been impacted with more applications.</p>	
<p><b>Curriculum and Teaching</b></p>		
4.3	<p>EYFS</p> <ul style="list-style-type: none"> <li>• End of Autumn 2 two teachers on job share resigned from their position.</li> <li>• Consistent member of supply has been in place for Spring 1</li> <li>• Recently appointed an Early Years teacher who is very experienced.</li> <li>• Able to start from Spring 2</li> <li>• HR asked to expedite process.</li> <li>• New teacher is able to come in for 4 days before at the end of Spring 1 for induction and to get to know the class.</li> </ul> <p>Maths</p> <ul style="list-style-type: none"> <li>• On track for strongest MTC results.</li> <li>• Year 3 times tables interventions.</li> <li>• Year 5 interventions to get ready for Year 6.</li> <li>• Mastering number in 2<sup>nd</sup> year and is main diet for Reception Class.</li> <li>• Year 1 &amp; 2 Maths on Track.</li> <li>• New staff receiving training and by the end of February all staff will be trained.</li> <li>• Year 1 Data is fantastic – strongest cohort yet.</li> <li>• Daily diet of White Rose Maths with greater depth children looking at reasoning.</li> </ul> <p>ARV</p> <ul style="list-style-type: none"> <li>• One ARV so far this year and another one coming up soon.</li> <li>• Chosen to focus on EYFS and writing.</li> <li>• Sarah Elsey is our English Lead and is very precise and strategic and driving improvement.</li> </ul> <p>Foundation Subjects</p> <ul style="list-style-type: none"> <li>• Humanities Lead – Distributed Leadership</li> <li>• Is now more confident when leading the subject, observing throughout the school and on T&amp;L learning walks.</li> <li>• Upskilling leadership has upskilled teaching.</li> </ul>	
<p><b>Achievement</b></p>		
4.5	<p>GN discussed the progress shown over the 3 mock SATS</p>	

	<ul style="list-style-type: none"> <li>At the beginning of the year it was necessary to go back to ensure foundations were secure.</li> </ul>	
	<b>Is this cohort similar to previous for writing?</b>	
	<ul style="list-style-type: none"> <li>This cohort need a bit more support than last year.</li> <li>Quality assurance for children moving from Year 4 to 5 and Year 5 to 6.</li> <li>Core Team Meetings (CTMs) will pick up key children to ensure gaps are filled before moving up to Year 6.</li> </ul>	
	<b>Attendance and Behaviour</b>	
4.6	<ul style="list-style-type: none"> <li>Classes are calm and settled.</li> <li>Reduction in Team Teach incidents for one particular child. This is due to a combination of better self-regulation, support put in place and reduced timetable working for their needs.</li> <li>Reduced timetables are reviewed fortnightly.</li> <li>When this child joined the school, they had 2% attendance at their previous setting. Now attendance is 73%. A huge improvement for this individual.</li> </ul> <p>Attendance continues to be a priority. Our graduated response</p> <ul style="list-style-type: none"> <li>Relational approach</li> <li>Early support</li> <li>Targeted interventions</li> <li>Statutory interventions.</li> </ul> <p>Academy Improvement Plan Engaged and united staff in the plan, attendance is everyone's responsibility. Shared understanding and language.</p> <p>DG/GN use the DfE banding tool to check in with children sitting in 90-95% attendance.</p> <p>Parents have started checking MCAS for children's attendance!</p>	
	<b>Personal Development and Wellbeing</b>	
4.7	<b>Any unsafe buildings/areas in the community?</b>	
	<ul style="list-style-type: none"> <li>Main risk locally is the church green area.</li> <li>Drug users known to use the area behind the church and vicarage.</li> <li>This is a major concern as parents tend to congregate nearby and children play.</li> </ul>	
	GN explained a 'Magic Dentist' initiative sponsored by a dentist. GN met the CEO twice and will keep Council posted as things progress.	
	<b>Safeguarding</b>	
4.9	<ul style="list-style-type: none"> <li>Using CLF trackers and strategic agendas for meetings.</li> <li>Monitoring checks that work is having a positive effect.</li> <li>Early help and quick response to concerns raised.</li> <li>DG talked about an example of a concern that was raised and dealt with promptly.</li> <li>Safeguarding termly report has been completed.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Mobile phone use – reminder to parents not to use phones on site at drop off and pick up. Re-issued in light of the national agenda.</li> <li>• DG/GN meet and monitor pupil voice/staff voice.</li> <li>• Posters displayed and there is a drip feed of PD at staff meetings/briefings.</li> <li>• KC checks safeguarding within the curriculum.</li> <li>• CTMs KC and RB check in with teachers about vulnerable children.</li> </ul>	
	<b>Where is the evidence of strategic meetings?</b>	
	Excel workbook for the year Dates entered and actions taken Additional safeguarding response tracker.	
	<b>How robust is the induction regarding safeguarding? For new staff? Supply?</b>	
	GN explained this is multi-layered. Generic training on Nimble. Bespoke induction for staff. Meeting with DG within 2 weeks of starting employment.	
	Date for next safeguarding audit with Steve Bane is set for the middle of March.	
<b>5</b>	<b>Any Other Business</b>	
5.1	None.	
<b>8</b>	<b>Close of Meeting</b>	
8.1	The meeting closed at 18.45	

### ACTIONS

<b>Date and Number</b>	<b>Action</b>	<b>Owner</b>
05.02.26 1	EW to set up an online meeting on Thursday 12 <sup>th</sup> February at 5.30pm for KV/PM/SD to discuss and approve the Admissions policy.	<b>EW</b>