



SDP Priorities 2021/22

Key Strategic Objectives

1. Delivering a rich and balanced curriculum which develops pupils' knowledge and confidence to LEARN
2. Providing an enriched learning experience where pupils ENJOY their learning, in a safe and happy environment – and can SUCCEED at a higher level than anyone might previously have thought possible
3. Expanding BPET, have best value for money across all BPET schools, by attracting and retaining the very best staff

'TWO BIG THINGS' and top five priorities

Curriculum

1. Curriculum implementation and quality, driven by leaders and teachers at all levels
2. Quality and consistency of challenge across the entire curriculum
3. Developing a pupil culture of enjoyment in writing for purpose

Developing Capacity

1. Comprehensive coaching and development programme for teaching and learning
2. Quality and design of the extra-curricular provision supports curricular learning

MINUTES

Deer Park School Local Advisory Board (LAB)

Tuesday 11 January 2022 at 6 p.m. in the school hall

Present: **Parent Advisers** James Boyle (Chair), Patrick Anim (Diversity Group), Triin Edovald, Chris Gallant (BPET Trustee), Chris Tart-Roberts

Community Advisers Ann Hines

Staff Adviser Victoria Coward

Also attended: Alex Lee, Headteacher

 Beryl Hawkins, Clerk

	Item	Papers	Action/SDP Ref
<p><i>Prior to the meeting new LAB members added their signatures to accept the LAB Code of Conduct and to confirm they had read Keeping Children Safe in Education (KCSIE) and the school's Child Protection and Safeguarding Policy.</i></p>			
1.	<p>ACTIVITY – Book Look</p> <p>Each LAB member looked at a sample of pupils' books for a year group (each member looking at a different year group and parent LAB members not looking at books for their child's year group) for evidence that they reflected the school's stated actions for carrying out the recommendation in the 2018 Ofsted inspection report – "create more opportunities for pupils to apply their reasoning skills in mathematics so that an even higher proportion achieve greater depth". LAB</p>		

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	<p>members asked questions to check their own understanding. It was noted that feedback stickers used in children's books were all bespoke to meet children's needs and offer appropriate challenge; and that not all children would be doing the same tasks: tasks were set to meet the needs of the child, in consultation with Natalia Levene (SENDCo (Special Educational Needs and Disability Co-ordinator)) and Lucie Bebe (Deputy SENDCo).</p> <p>LAB members concluded that the maths books showed evidence of the objectives having been met – consistent frequency of problem solving and reasoning within each unit, and that children were routinely accessing these tasks.</p>		Curr 1, 2
2.	<p>Business</p> <p>a. Apologies Apologies were received from Joe Gilford.</p> <p>b. Welcome to new Members Patrick Anim, parent adviser representative from the Diversity Group, and Victoria Coward, staff adviser and Deputy Headteacher, were welcomed to the governing body for terms of four years ending on 17 November 2025. All LAB members introduced themselves.</p> <p>c. Declarations of Interest There were no declarations of interest for items on the agenda. New LAB members returned declarations of interest.</p> <p>d. LAB Membership The LAB noted that at the end of the academic year, Chris Gallant would be leaving the LAB but would continue as a BPET trustee and Chris Tart-Roberts would be moving from the area and therefore resigning. The LAB agreed that JB should arrange to meet parents to talk about the work of the LAB with a view to enlisting early involvement from potential LAB members and include reference to the upcoming vacancies in the school newsletter. JB stated that there had been no response to his call for volunteers he had agreed to continue as chair for 2022/23 to ensure continuity ahead of an Ofsted inspection.</p> <p>ACTION: Enlist support from parents for LAB membership.</p>	<ul style="list-style-type: none"> • Current membership 	JB

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	<p>e. Skills Audit LAB members who had not completed the skills audit were asked to complete it in the next week. It was agreed that CG, CT-R and AL did not need to complete the audit.</p> <p>ACTION: Complete and return skills audit form by 18/1/22.</p> <p>f. Report of the Clerk The report of the clerk was received.</p> <p>g. Minutes The minutes of the last meeting, including a confidential minute were approved subject to 'Chris Gallant' being changed to 'Chris Tart-Roberts' indicating that CT-R left the meeting early.</p> <p>ACTION: Amend minutes of last meeting.</p> <p>h. Email Consultations The LAB received a collation of email consultations and communications. It was noted that further changes had been made to the PPG Strategy following a meeting between TE, AL and VC and that the updated version was on the school website. In addition, AL reported that TE had sent him written feedback on the school's Admission Policy and Anti-racism Policy.</p>	<ul style="list-style-type: none"> • Skills audit proforma • Report of the Clerk • Draft Minutes – 12/10/21 • Draft confidential minutes – 12/10/21 • Collation of email consultations and communications 	<p>PA, JB, TE, JG</p> <p>BH</p> <p>KSO 1, 2, 3</p>
3.	<p>Update from Bellevue Place Education Trust (BPET) It was noted that no written update had been received from BPET. CG reported on a Trust meeting held in December 2021:</p> <ul style="list-style-type: none"> • Whiteknights Primary School, Reading, joined the Trust on 1/1/22, bringing the total to nine schools and 3,000 students. There were ongoing discussions about another school joining. • BPET had completed a lot of visits and produced some social media videos of schools within the Trust. • A new office manager had been appointed. • There was a vacancy for a finance assistant. • The Trust was working with RMCompare, a tool that could be used to compare two pieces of work, for moderation purposes, across the Trust and in schools. • The headteacher of Evendons School would be leaving. <p>AL reported that he and VC had attended the BPET annual conference for staff on 4 January 2022, which had to take place virtually at short notice: there was a good range of</p>		<p>KSO 3</p> <p>Curr. 1, 2</p> <p>Dev. Cap. 1</p>

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	training opportunities.		
4.	<p>Progress and Policy Review</p> <p>a. Headteacher's Report AL presented and expanded on his report, and answered LAB members' questions, including questions submitted by email from JG. In particular, it was noted that:</p> <p>i. Progress since the last meeting</p> <ul style="list-style-type: none"> • Since the report was written the pupil roll had increased to 296, leaving four spaces. <p>ii. Progress since the last Ofsted inspection</p> <ul style="list-style-type: none"> • Two new class teachers had been appointed – Monica Bailey and Kate Haddock – to replace staff who left at the end of December. • A sports team leader had been appointed to support the quality of sports coaching. • An artist-in-residence had been appointed for the one-year absence of the established postholder. <p>Q: Is there a reason why both the new teachers are from overseas?</p> <p>A: There is no particular reason, although recruitment norms in London are unpredictable due to the pandemic.</p> <p>iii. Quality of Education</p> <ul style="list-style-type: none"> • Good progress had been made in Years 1 and 3. • Data showed a need for greater progress but external moderation showed a high standard of delivery with strong outcomes; staff training had been arranged with Stephanie Hilder, Specialist English Adviser from BPET, on the accuracy of assessment in writing, including assessing whether the writing of individual pupils had achieved its purpose and for the right audience. • Other priorities resulting from the data were: <ul style="list-style-type: none"> ○ KS1 mathematics and fluency; particularly in Year 2. ○ Year 1 reading and comprehension. ○ Writing quality and extent in Year 5. 	<ul style="list-style-type: none"> • Headteacher's Report • Revised PPG (and 2021/22 Recovery) Strategy • BPET Visit 2: curriculum and Leadership Review report – 15/11/21 • BPET EYFS Baseline moderation visit report – 2/11/21 • English consultant visit report – 3/12/21 	<p>KSO3</p> <p>KSO3</p> <p>Curr. 1, 2 curr. 1, 2 Dev. Cap. 1</p> <p>Curr. 1, 2, 3</p>

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	<ul style="list-style-type: none"> Subject leaders would not be given their own budgets in the current academic year, but were being encouraged to ask for funding if they needed it to develop their curriculum areas. Maths interventions had come to an end as the maths specialist had relocated. <p>Q: How are the areas for development being addressed, ie staff understanding FFT data? A: A staff member is receiving training in use of FFT data.</p> <p>Q: If Ofsted called tomorrow is this the data they would look at? A: Ofsted will not look at any internal data. We have phonics data, but also Key Stage 1 data for reading, writing and maths and GLD (General Level of Development) for the Early Years, all of which would be examined as part of the inspection.</p> <p>Q: What action is being taken to address the need for greater consistency in English language? A: Natalie Levene is taking two sessions a day and there is now greater consistency.</p> <p>Q: What action is the school taking about presentation and handwriting in Year 2, that is masking progress? A: With support from Stephanie Hilder, improvements have been made. English overall is robust.</p> <p>The LAB asked AL to pass on its congratulations to the staff team for significant achievements made during the year.</p> <p>ACTION: AL to pass on LAB members' thanks to staff team for the achievements of the past year.</p> <p>iv. Personal Development</p> <p>Q: How is personal development being tracked across the school? A: We are working on developing a more sophisticated tracking system. Currently we track participation in sport and playing a musical instrument. We are able to identify children who lack cultural capital because they lack opportunities to participate in sport out of school. The school will engage in more tournaments at Marble Hill. There was good support from parents at the football tournament.</p>		<p>KSO 1, 2</p> <p>Dev. Cap. 1</p> <p>Curr. 2</p> <p>Dev. Cap. 1</p> <p>AL</p> <p>Curr. 1 Dev. Cap. 2</p>

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	<p>Q: Are there any plans for lunch time clubs within the school day?</p> <p>A: Not at present because of space limitations. There are some pupil-led clubs at lunch-time, including a comic club and story club.</p> <p>Q: Is there no chess club?</p> <p>A: No, but we are entering a big chess competition.</p> <p>v. Leadership and Management</p> <p>Q: What is being done to provide challenge for prior higher attainers?</p> <p>A: There has been a lot of staff training. We are trying to ensure that this area is addressed. AL and VC will talk to subject leaders if they know of pupils capable of more. See also confidential minutes.</p> <p>b. 2022/23 Term Dates The LAB noted that the 2022/23 draft term dates had now been approved by BPET, having been submitted in June 2021. The LAB approved the dates.</p> <p>c. Update on Street Safety AH reported that there had been a meeting of the East Twickenham neighbourhood group on 10/1/22: work was expected to start in the next few weeks on road surfacing and pavement works, with extra trees expected at a later date; there was no reference to the school; no action had been taken on the crossing or railings and bollards; the next meeting would be on 20/2/21 and AH would be meeting the local Council members on that date. AL confirmed that, as a user he had not been notified of the proposed works.</p> <p>d. Policy Review</p> <p>i. Admission Policy The LAB considered the Admission Policy and agreed that AL should seek additional advice on whether the allocation criteria should include a distance cut-off for siblings.</p> <p>ACTION: AL to seek advice on admission criteria for siblings of children already attending Deer Park.</p>	<ul style="list-style-type: none"> • 2022/23 Draft term dates for DPS • DPS Admissions Policy consultation and letter 	<p>Dev. Cap. 1</p> <p>KSO 1</p> <p>KSO 2</p> <p>AL</p>

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	<p>ii. Anti-racist Policy AL stated that he would appreciate commentary from LAB members on the draft Anti-racist Policy; valuable feedback had been received from staff. A drafting error was noted in the last paragraph of section 5 of the policy.</p> <p>ACTION: LAB members to submit commentary on draft Anti-racist Policy. AL to redraft last paragraph of section 5.</p> <p>iii. LAB Member Visit Template AL presented a revised LAB member visit template drawn up in consultation with JB:</p> <ul style="list-style-type: none"> • The template replaced the three templates in the LAB Member Visits Policy. • The purpose of the LAB member visit reports was to provide evidence of how the LAB was holding the headteacher to account for the quality of provision. • Key lines of enquiry should be identified from the School Development Plan (SDP), Ofsted inspection framework or the most recent SIP report. • AL would be happy to suggest key lines of enquiry if LAB members wished. • LAB members' questions needed to focus on the key lines of enquiry and what further action was needed. <p>ACTION: BH to send Word version of the new proforma to all LAB members. All LAB members to use new visits template for reporting on visits.</p>	<ul style="list-style-type: none"> • Draft Anti-racist Policy • new visit report template 	<p>KSO 2</p> <p>All AL Curr. 1, 2, 3 Dev. Cap. 1, 2</p> <p>BH, All</p>
5.	<p>School Development Plan (SDP), Monitoring and Consultation</p> <p>a. SIP Report and School Development Plan (SDP) It was noted that questions raised in the SIP visit report relating to the school's priorities had been considered earlier in the meeting.</p> <p>b. Reports from LAB Members on focus areas Visit reports were received from AH and JB.</p>	<ul style="list-style-type: none"> • Autumn 2021 SIP Report for visit on 15/11/21 • SDP • Report from AH on Music visit on 10/12/21 	<p>Curr. 1, 2, 3 Dev. Cap. 1, 2</p>

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	<p>AH stated that the number of children playing a musical instrument was impressive; the grand piano was being installed when she visited so she would be making another visit to see the music room; she had suggested inviting musical parents to come in to play an instrument for five minutes. In response to a question it was confirmed that the grand piano was in daily use. It was noted that JG had visited, but not for his focus area and was trying to arrange a visit; CT-R would be visiting in the week beginning 17/1/22; CG would be arranging a visit.</p> <p>JB stated that: the online safeguarding training he attended with Peter Cowley could have been condensed to 30 minutes; and that he had attended an online safeguarding briefing for parents during the lockdown that was poorly attended. AL stated that Peter Cowley would be returning to run another session for pupils and parents.</p> <p>The LAB received the current Volunteer Helper Protocol for DPS and a Volunteer Safeguarding sheet that had been introduced as an additional safeguarding measure in response to a question arising from a LAB member visit. It was noted that all volunteers were now being asked to read the safeguarding sheet immediately prior to their participation in a school activity.</p> <p>c. Arrangements for focus visits during the spring term LAB members were encouraged to visit at least once a term. It was agreed that all LAB members should sign in at reception using the DBS pre-checked option so that evidence of visits could be provided for Ofsted.</p> <p>ACTION: BH to recirculate list of LAB member focus areas. LAB members to arrange visits. (See also Minute 10a)</p> <p>d. Annual Plan of Work for the LAB The LAB checked progress against the annual plan of work.</p>	<ul style="list-style-type: none"> • Reports from JB on visits – PPG and Sports Premium (3/12/21) Richmond Pantomime (16/12/21) • Annual plan of work for the LAB 	<p>BH, All</p>

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6.	<p>Safeguarding</p> <p>a. Safeguarding Quiz LAB members worked independently to complete a quiz to check their knowledge of Keeping Children Safe in Education (KCSIE) and the school's Safeguarding Policy. LAB members volunteered answers as a group and correct answers were given by AL.</p> <p>b. Safeguarding Visit Report from Chris Sanderson from BPET AL confirmed that the Safeguarding Report from Chris Sanderson had been received and agreed to circulate it to LAB members. AL confirmed that the visit and report were more helpful than previously, the focus of the visit having been confined to the most recent changes to KCSIE.</p> <p>ACTION: AL to circulate safeguarding visit report to LAB.</p> <p>c. COVID-19 Update AL reported that there were currently six cases of COVID-19 in the school (all pupils), affecting Reception and Years 1, 2 and 3.</p> <p>d. Other issues and changes AL reported that there were no other safeguarding issues.</p>	<ul style="list-style-type: none"> • Safeguarding quiz • Volunteer and Visitor Protocol • Volunteer Safeguarding sheet 	<p>KSO 2</p> <p>AL</p>
7.	<p>Ofsted Preparedness Update</p> <p>AL reported that a letter would be sent to all parents alerting them to the impending Ofsted inspection, changes to the inspection framework and what we think the expectations will be, including changes relating to pupils' attendance.</p>		
8.	<p>Training and Community</p> <p>a. Report on Community Engagement The LAB noted that the school choir sang carols at the East Twickenham tree lighting ceremony. See also confidential minutes.</p> <p>b. Reports from Training Completed The LAB received reports on training completed from JB and TE.</p> <p>c. Newsletter content JB agreed to send AL draft content for the next issue of the school newsletter.</p> <p>ACTION: JB to draft content for the newsletter.</p>	<ul style="list-style-type: none"> • Reports from: <ul style="list-style-type: none"> ○ JB on online safeguarding training for governors on 20/10/21 ○ TE and JB on EIF Briefing: Introduction for Governors on 17/11/21 and 10/1/22 	<p>Dev. Cap. 2</p> <p>JB</p>

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		<ul style="list-style-type: none"> ○ TE on SEND training on 14/10/21 ● Link to training page on LAB portal 	Curr. 2
9.	Staffing The LAB considered a confidential staffing item. See confidential minutes.		
10.	<p>Concluding Business</p> <p>a. Impact Statement The LAB identified areas where actions and decisions had been taken that would have an impact on teaching and learning:</p> <ul style="list-style-type: none"> ● Changes to LAB member reporting arrangements. <p>It was agreed that LAB members should try to give teachers a high level agenda before a visit by filling in the first five sections of the proforma in advance.</p> <p>ACTION: LAB members to try to complete first part of proforma before visiting.</p> <p>b. Confidentiality The LAB identified matters discussed that were confidential, including parts of the headteacher's report, commentary in the new parent survey and other matters relating to individual members of staff and pupils. See minutes 4av, 8a and 9.</p> <p>ACTION: All to note confidential business.</p> <p>c. Future meetings The LAB confirmed dates of future meetings for 2021/22:</p> <ul style="list-style-type: none"> ● Wednesday 4 May 2022 at 6 p.m. ● Tuesday 5 July 2022 at 6 p.m. <p>ACTION: All to note dates of future meetings.</p>		<p>Curr. 1, 2, 3 Dev. Cap. 1, 2</p> <p>All</p> <p>All</p> <p>All</p>

The meeting ended at 8.35 p.m.

Chair:

Date: