



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) Wednesday 4 May 2022 at 6 p.m. at the school

Present: Parent Advisers James Boyle (via Zoom video link), Patrick Anim (Diversity Group),

Chris Gallant (BPET Trustee), in the chair, Chris Tart-Roberts

Community Advisers Joe Gilford, Ann Hines

Staff Adviser Victoria Coward

Also attended: Alex Lee, Headteacher

Beryl Hawkins, Clerk

Boxed text = LAB member challenges submitted in advance. Blue italics = responses to challenges.

	ltem	Papers	Action/ SDP Ref
1.	 Business a. Apologies and Chair Apologies were received from Triin Edovald. JB gave apologies for not being able to attend in person and thanked CG for agreeing to chair. b. Declarations of Interest There were no declarations of interest for items on the agenda. c. LAB Membership The LAB received the resignation of Joe Gilford with effect from the end of the summer term 2022. The LAB noted that, as a result of a Zoom meeting with JB to enlist support from parents, four parents had expressed an interest in joining the LAB. JG reported that, at the request of JB, he had sought out and recommended a member of the senior 	• Current membership	



ltem	Papers	Action/ SDP Ref
 leadership team at Orleans Park School for membership of the LAB. The LAB agreed that: The four parents should be asked to complete a skills audit and that the two who best fitted the skills gaps on the LAB should be invited to join as parent LAB members. JG should provide JB with contact details for the Orleans Park candidate so that a meeting could be arranged. ACTION: JB and AL to follow through on recruitment process for parent LAB members based on skills audit. JG to provide JB with details of Orleans Park candidate. JB and AL to follow through on recruitment process for community LAB member. Skills Audit As not all skills audit forms had been completed the 		KSO 1, 2, 3 JB, AL, JG
skills audit summary was not available. The LAB reversed their decision made at the last meeting and agreed that the skills audit scores for LAB members who were leaving should be taken into account when recruiting new members. All outstanding audit forms were completed during the meeting. ACTION: BH to complete skills audit matrix and send to JB and AL. JB and AL to use matrix when recruiting new LAB members. e. Report of the Clerk The report of the clerk was received. Arising from the report: • Training The clerk agreed to arrange for PA to complete the AfC New Governors: Understanding your role course and to check whether AH had completed the course. ACTION: BH to respond to LAB members' training queries. • Environmental Sustainability LAB members noted the 'four	 Report of the Clerk NGA Information sheet and guide on environmental sustainability 	KSO 1, 2, 3 BH, JB, AL KSO 1, 2, 3 BH
Cs' in the NGA's paper on environmental sustainability: Curriculum – teaching and learning Community – working together inside and outside of school Campus – buildings, energy and grounds Culture – the way things are done The LAB agreed that LAB members should read the NGA's paper on environmental sustainability and that it should be considered at the next meeting. ACTION: All LAB members to read NGA paper on environmental sustainability. Item to be added to agenda for the next meeting. Minutes of last meeting The minutes of the meeting held on 11/1/22, including a confidential minute were approved. B. Email Consultations The LAB received a collation of email consultations and communications. It was agreed that the	 Sustainability and climate change: a strategy for the education and children's services systems Draft Minutes – 11/1/22 Draft confidential minutes – 11/1/22 Collation of email consultations and responses 	KSO 1, 2, 3 All KSO 1, 2 3



	ltem	Papers	Action/ SDP Ref
	questions and comments should be considered at the relevant points on the agenda.		
2.	 Update from Bellevue Place Education Trust (BPET) The LAB considered the summer term report from BPET. Arising from the report: a. "Executive headteachers" and line management of headteachers Q: Is there anything that the LAB needs to be aware of with regard to the change in line management structure for headteachers? A: AL reported that he would not be directly affected by the involvement of executive headteachers in the line management of other BPET school headteachers, but that his line manager would change from the Chief Executive Officer to the Director of Education, Laura Gregory. Q: Are schools within the Trust much the same size? A: There is one 3 form entry (fe) school, one 1 fe, and 2 reducing to 1 fe; the others are 2 fe. b. Recruitment of BPET Trustee LAB members noted that there was a vacancy for a BPET trustee and that they were welcome to consider applying, although cautioned against committing to both a trusteeship and LAB membership at the same time. c. Official Opening It was noted that plans were under way for an official opening of Deer Park School. 	BPET Summer term 2022 update	KSO 3
3.	Progress and Policy Review AL read out responses (blue italics) to questions and comments (boxed) received in advance. AL thanked LAB members for the strong level of challenge. a. Headteacher's Report The LAB considered the headteacher's report. CG: Excellent to see the ARE (Age Related Expectations) progress: well done to all. Regarding the dip in Y2 and 3's reading, how much does this also connect to their relative lower % in writing? Although progress is being made, are other interventions required to help bump this up or will the reading focus achieve this? • Reading work will support writing, but the reading support and interventions will not be themselves enough to raise writing	• Headteacher's Report	Curr 2, 3
	interventions will not be themselves enough to raise writing standards by proxy. Further specific work is needed in writing: Gaps in grammar and punctuation, from Covid, that limit		



Item	Papers	Action/ SDP Ref
 children in achieving ARE. Embedded grammar and syntax work, supported by training that teachers have now been on over the Spring term. Additional support in Y3 to support children transitioning into expected. EHCP (Education, Health and Care Plan) application. 		
Priorities resulting from data: How many of the previous foci (in blue) are still current/live?) Although writing in Y5 is having an impact, there is a way to go with not much time to do it. Is there enough time for the current initiatives to have the necessary effect?		
 Y1 reading – although improving – will continue to be a focus. Writing in Y5 continues to be an area of focus. While there are improvements in attainment, this priority will carry over into Year 6: it is unlikely that the year group will reach a strong %age of ARE children in writing by the end of the summer term. 		Curr 1, 2
One of the two new priorities is maths for Y2/3 but the ARE results for those YGs look strong so what is the particular focus issue here and do we risk focusing efforts too broadly?		
• This focus is for GDS (Greater Depth Standard) level children in Year 3, who need support in consolidating their understanding in order to be consistently GDS in their attainment. In Y2, this focus is for children newer to the school who are not yet at expected, but should be by the end of the academic year. Greater specificity needed in target for HT report.		Curr 2, 3
ACTION: AL to provide greater specificity for target groups in headteacher's report.		AL
Q: Is there a gender difference in Year 2?		
A: There are 8 girls and 22 boys. Most pupils are nearly at the expected level.		
ACTION: AL to check whether there is a gender difference.		AL
Please could you expand on the new maths tutor - how these sessions are running, who for and what impact this is having (if any so far!).		
 The maths tutors' work is across KS2, and is for groups of pupils identified as needing support from the last internal assessment. The maths lead uses the internal data to identify these pupils, 		Curr 1, 2



ltem	Papers	Action/ SDP Ref
and they then receive focused tuition for a six-week period: following this, they are assessed for progress and groups reallocated accordingly. Impact will be assessable at the end of the first six-week block.		
The clarification of sport provision for families. Does this come from parental complaints/concerns? Please expand on this.		
 No complaints received as yet. One parent who supports with sport has provided her 'advice' from a personal perspective. This perspective is likely to be widespread, and we feel it thus important to clarify how the sport provision leads into team selection, and how families can support their children to access the increasing range of sports provision on offer. 		Dev Cap 2
Q: Would it be useful to also signpost families to other local clubs, as a means of supporting sport within the school, for example, Richmond Canoe Club, Cygnets (football), and Moormead? ACTION: AL to consider advertising local sports clubs.		AL
AH: Expand on: The CPD offer of Emotion coaching and Attachment training.		
• This training is for all staff – support staff included – and focuses on supporting children's emotional development. Validating and managing emotional responses, including the attachment that some children may feel as a result of past trauma.		Dev Cap 2
Q: What does the emotion coaching involve?		
 A: Staff had attended two CPD sessions and there is one more. Sessions are led by an educational psychologist and are to do with managing emotions and behaviours. The sessions are part of the attachment training programme on developing personal relationships and what motivates. b. Learning Review (LR) The LAB considered the BPET Learning Review Report for the visit on 10 and 11 February 2022. 	BPET Learning Review Report –	
CG: Challenge for pupils: I'm surprised to see this here as a development area. Please can you expand on the issue identified and explain, as time has now passed, what has been implemented to ensure challenge is in place for all groups throughout lessons?	10+11/2/22	



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We opted to include this as a development area, to assess the value of our work in this area: it was not itself identified by the LR team as an area for development. We highlighted the area as 'yellow' pending confirmation of the impact of work done.		Curr 2
AL confirmed that assessment of the value of work in this area, which covered PE, PSHE and music, was still ongoing.		
Art displays: This is a great idea - has anything been planned for this? I wonder if we could use a large display screen in the reception area scrolling images (art and other activities) of school life to bring more of the school to 'street level'?		
Displaying artwork: further pupil work has been framed and emplaced in the art room. Further work to be put up on upstairs landing, and art room back wall.		Curr 3 Dev Cap
AL concurred with the LAB's view that more should be done to increase the display of pupils' art work and confirmed that a screen to showcase pupils' work would be placed in the reception area. Are staff coping with the rate of development? Do you have any		
 Staff are managing well under the current pace of development. Their attitude and atmosphere are noted in the LR report. The current pace of development is behind many of the positive elements noted in the report: we remain unconvinced of the need to slow this pace of development. Transparency over this pace is a key part of the recruitment process. 		Curr 1 Dev Cap
Q: Do you have times when you can slacken the pace?		
A: Not during term time. We do have some weeks with no meetings. Staff say if they are feeling under pressure and we make arrangements.		
Are working walls now being incorporated into lessons or do we feel working walls are not helpful as a teaching tool (more of a reference for pupils)? An update on this would be useful.		
Current use of the 'working wall' is for ad hoc reference: they are not necessarily used within lessons, nor does the school's pedagogical approach mandate their use.		
Q: Has there been a change from previous practice of staff using working walls within lessons?		



Item	Papers	Action/ SDP Ref
A: The current classroom layout does not lend itself to the use of working walls in pedagogy, but children do turn round to make use of them for reference purposes, eg. how to do multiplication, vocabulary. After the teacher has started the lesson, working walls are used effectively by pupils. There are also resources in the middle of the table for pupils to use, eg vocabulary cards.		
What CPD is provided for teachers on SEND (Special Educational Needs and Disability)? Are plans afoot to enhance this in light of the LR?		
 ADHD training, emotion and attachment coaching Class teachers (CTs) are working with the SEND team to write Learning Support Plans (LSPs) where necessary: the goal here is to remove support and for teachers to write this independently. At time of review, more substantive support for teachers was necessary in this area. 		Dev Cap 1
AL stated that some staff still needed help with writing LSPs. AH: From the Trust's Learning Review in Feb. these areas for development were listed. Can you update us on these?		
 give greater freedom to subject leaders Meetings now reduced to every other week. Further responsibility delegated to subject and phase leaders, with clear lines of responsibility. Teaching and learning (T&L) meetings now shift responsibility for standards checking onto subject leaders, accountable to SLT (Senior Leadership Team). 		Dev Cap 1
AL stated that monitoring of the work of middle leaders was carried out through staff providing evidence of the impact of their actions.		
What is being done to address the comment "Consider how to celebrate the art work produced by pupils at the end of the academic year as there is not currently much on display – could this be an event such as an exhibition or charity auction?"?		
• As above (CG comment on Art displays).		
Staffing: AL reported on the successful recruitment of staff for September 2022.		
The LAB considered confidential matters relating to staffing and pupils (see confidential minutes).		



Item	Papers	Action/ SDP Ref
In relation to comments under "Areas for Development and Next Steps": o "Reduce the plans for further development, and thereby allow greater time and opportunity to consolidate and embed the changes and new developmental work planned": Is this advice being taken? If so, which plans for further development are being scaled back? No, it is not. (See also CG comment above on rate of development.) o "Develop middle leaders and succession planning They would benefit from the freedom to develop the subject further and reconfirm their own vision for the subject or area which they lead": What is being done about this? As above (AH comment). o "Pupils and/or staff do not seem to be referring to the working walls to support them with their teaching and learning or understanding because there isn't the modelling from the lesson or previous lesson on display": What's being done to address this? As above (CG comment).		
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 School Development Plan (SDP), Monitoring and Consultation a. Report of the School Improvement Partner (SIP) and review of progress on priorities in the school development plan The LAB considered the report of the SIP. AH: Which actions have been taken to reduce the structure placed on 	 Spring 2022 SIP Report for visit on 7/3/21 School Development Plan 	
 a. Report of the School Improvement Partner (SIP) and review of progress on priorities in the school development plan The LAB considered the report of the SIP. AH: 	Report for visit on 7/3/21 • School	Curr 1
 a. Report of the School Improvement Partner (SIP) and review of progress on priorities in the school development plan The LAB considered the report of the SIP. AH: Which actions have been taken to reduce the structure placed on investigation lessons in science? This stems from a single lesson observed in science. The teacher has worked with the science leader, with follow up observation/scrutiny and feedback, to develop their practice in 	Report for visit on 7/3/21 • School Development	Curr 1



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with the class teacher, taking advantage of student placements. This commentary was linked to the standards of presentation, the improvement of which was noted in a subsequent visit from the BPET's English consultant.		
That same section notes that not all teachers are modelling joined handwriting on the working walls and other teaching displays. Has this been addressed?		
• This has been addressed with teaching staff (in KS2 – staff in KS1 should not be joining letters on their models).		Curr 2
In relation to attendance figures, has any analysis been done to exclude Covid absences in order to run a like-for-like comparison with historic attendance rates?		
 Attendance this term is now returned to 98.1% 96.1 for the year excluding 'confirmed' cases. 		KSO1
 In the "Key pupil groups" section: What steps have you taken to ensure a fully representative pupil and parent voice, per the final bullet in the "diverse ethnic achievement" section? 		KSO 1
 DEI (Diversity, Equality and Inclusion) group: split into three committees. Survey for all family voice. Opportunities for families to raise voice through DEI, LAB, through survey, through PTA. 		1001
In the "Children with SEND" section, what have you done to measure how the SEND group achieved during lockdown and how this has impacted progress? How is catch up and national tuition funding being used to support this group?		
Children with EHCPs were all offered in-school places during lockdown. Progress following from lockdown was assessed through the school internal assessments, and through individual LSPs and EHCPs.		Curr 1
 Catch-up funding: individual tutoring, reading intervention work in KS1. Wider school funding used for deputy SENDCo (SEND Co- ordinator) role, to ensure strong support for children in the classroom. 		
National tuition not yet being used in school.		
AL explained the SEND levels and funding for pupils with SEND.		
What are the "In-school support (credits)?" referenced in that section and why haven't any been used?		
 In-school support credits are opportunities for specific development work with members of AfC staff. These have now 		Dev Cap 1



ltem	Papers	Action/ SDP Ref
been used in core subject work, and are being used in the summer term for the development of middle leaders and subject leaders.		
What will you be doing to ensure there is a consistent approach to teaching science , per the SIP's comments in that section?		
• See above. (AH comment on SIP Report)		
Why did the SIP visit only focus on key priority 1 and not priorities 2 and 3?		
Because priorities 2 and 3 are not direct 'quality of education' (QoE) objectives: the SIP's work with the school at present focuses on the QoE judgement, and supporting raising this to Outstanding. TE		KSO 1, 2,
The previous review cycle referred to inconsistencies in the delivery of phonics teaching but this was also immediately addressed at the time, a reference to positive changes in less than a week were mentioned. Have these improvements observed at the time been sustained? If yes, how is this reflected in pupils' achievement?		KCO 4
These arrangements were in Reception, and have led to attainment increasing over time in the percentage of children achieving GLD (Good Level of Development).		KSO 1
Equalities and PSED compliance: I'm aware we have BPET Equality, Diversity and Inclusion of Staff Policy available on the school website but I'm unclear whether we have an equality and PDES statement and objectives on our website (+ the plan to monitor how we are doing against the objectives)? Are we PSED compliant?		
Yes we do. BPET-wide statement.		Curr 1



ltem	Papers	Action/ SDP Ref
will be Good rather than outstanding?		
Yes, if inspected today. Focus of work to move QoE to 'outstanding', in order to move overall judgement.		KSO 1, 2, 3
Q: How do you expect anyone else to rate the school Outstanding; do you know what you are looking for?		
A: Yes. The targets are achievable. We have challenged the BPET data.		
The school targets are higher in KS2 than KS1. Why?		Curr 1, 2
Some children arrive with significant needs, or are newer to English, or a lower level of development compared to expected levels at Reception entry. KS1 results are lower than KS2, to reflect the addressing of needs over time.		
The school targets were to be discussed at the beginning of the Spring Term. Did this happen? What was the outcome? Are these targets still seen as achievable?		
Yes they were: represented in the green text in the report. The targets projected are attainable and realistic for this academic year.		KSO 1, 2, 3
Q: Why have targets not been set at 100%?		
A: It is unrealistic to set targets this high; some pupils may have 'exam nerves' on the day.		
SIP deep dives have been on English, Geography and Science – the mention of maths is minimal (however the targets are high). The previous OFSTED assessment had a recommendation for improvement to maths. Has this been addressed? How can you prove this?		
• The recommendation was to increase the exposure to reasoning and problem solving. This has been addressed by the maths leader and senior leaders, with the result that internal mathematics data is strong: LAB members were also shown the books that reflect this improvement in provision. Further evidence will be available from the SATs assessments. There is		Curr 1, 2
additional ongoing work in conjunction with the borough maths leader.		
CG endorsed AL's report for the excellence of maths reasoning		
teaching and learning evidenced on a maths reasoning focus visit.		KSO1
Q: Concern was expressed at the last meeting that the Century Maths programme might not be sufficiently challenging for the more able pupils. Can you provide any feedback on this?		KJUI
A: The concern was as to whether the programme provided		
sufficient consolidation rather than challenge. We will review this		



	Item	Papers	Action/ SDP Ref
	at the end of the year. The LAB agreed that receiving reports at least seven days before the meeting, submitting written questions in advance, and receiving prepared feedback at the meeting was a good process and had enabled more detailed and meaningful discussion at the meeting. b. Reports from LAB Members on focus areas Visit reports were received from TE, CG, JG and AH. c. Arrangements for focus visits during the summer term The LAB agreed that all LAB members should take an action to book in a summer term focus visit. ACTION: LAB members to arrange visits. d. Focus areas for the 2022/23 academic year The following suggestions were made for possible focus areas in 2022/23: Maths Reading and Early Reading the 'four Cs' It was agreed that a draft list of focus areas should be brought to the next meeting of the LAB for approval. ACTION: JB and AL to present draft list of LAB focus areas to next meeting of LAB. e. Annual Plan of Work for the LAB The LAB checked progress against the annual plan of work. It was noted that Key Stage 2 National Curriculum test (SATs) results were due on 5/7/22, the day of the next LAB meeting, and agreed that, if possible, results should be brought to the meeting. ACTION: AL to present Key Stage 2 SATs results to next meeting of LAB. f. Invigilation of Key Stage 2 SATs TE and AH agreed to visit the school on the morning of 9/5/22 to invigilate the Key Stage 2 SATs process and report back to the next meeting of the LAB. It was noted that the working walls would need to be taken down during administration of the SATs.	 LAB membership showing 2021/22 focus areas Report from TE on SEND visit on 4/2/22 Report from CG on Maths Reasoning visit on 9/2/22 Report from JG on Curriculum visit on 24/2/22 Report from AH on Music visit on 17/3/22 Annual plan of work for the LAB 	KSO 1, 2, 3 All AL
5.	Safeguarding a. Safeguarding Visit Report from Chris Sanderson from BPET The BPET Safeguarding visit report was received. AL confirmed that the school was fully compliant on administration of the single central record. The LAB commented on the thoroughness of the report and congratulated the school on the high level of attention to safeguarding matters evidenced. See also confidential minutes.	BPET Safeguarding report for visit on 28/11/21	



	Item	Papers	Action/ SDP Ref
	b. Other issues and changes There were no issues to report.		
6.	Ofsted Preparedness Update The LAB noted that TE had provided AL with a template letter to inform parents about the current Ofsted inspection framework. The LAB agreed that the letter needed to be carefully worded to clarify current expectations and the grading structure. AL agreed to draft a letter based on the template. It was noted that the school's SIP would be changing and agreed that it would be useful to have a school-based Ofsted training session for LAB members with Jennell Chetty early in the new academic year. ACTION: AL to draft letter to parents explaining the Ofsted framework.		AL
7.	 Training and Community a. Report on Community Engagement There was nothing to report. b. Reports from Training Completed It was noted that a report had been submitted by TE on her attendance at the AfC training 'SEND for governors' Part 2 on 17/3/22 and agreed that it should be made available to LAB members. c. Training Needs See Minute 1e. d. Newsletter content JB agreed to send AL draft content for the next issue of the school newsletter. ACTION: BH to ensure that TE's training report is made available to LAB members. JB to draft content for the newsletter. 	Link to training page on LAB portal	KSO 1, 2, 3 BH, JB
8.	 Concluding Business a. Impact Statement The LAB identified areas where actions and decisions had been taken that would have an impact on teaching and learning: Responses to LAB members' written questions and comments Teaching and learning in PE Identifying four link areas for 2022/23 It was agreed that LAB members should replicate their challenges in summer term visits with subject leaders. ACTION: LAB members to replicate challenges with subject leaders b. Confidentiality The LAB identified matters discussed that were 		KSO 1, 2, 3



Item	Papers	Action/ SDP Ref
matters relating to individual staff, pupils and LAB members. ACTION: All to note confidential business. c. Future meetings The LAB confirmed the date of the next meeting: • Tuesday 5 July 2022 at 6 p.m.		All
ACTION: All to note date of next meeting		All

The meeting ended at 7.55 p.m.		
•	Chair:	
	Date:	-