



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.

	Item	Papers	Action/ SDP Ref
1.	<p>Business</p> <p>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.</p> <p>b. Declarations of Interest There were no declarations of interest for items on the agenda.</p> <p>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</p>	<ul style="list-style-type: none"> • Current membership 	

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	<p>leadership team at Orleans Park School for membership of the LAB. The LAB agreed that:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>d. Skills Audit As not all skills audit forms had been completed the 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.</p> <p>ACTION: BH to complete skills audit matrix and send to JB and AL. JB and AL to use matrix when recruiting new LAB members.</p> <p>e. Report of the Clerk The report of the clerk was received. Arising from the report:</p> <ul style="list-style-type: none"> 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. <p>ACTION: BH to respond to LAB members' training queries.</p> <ul style="list-style-type: none"> Environmental Sustainability LAB members noted the 'four Cs' in the NGA's paper on environmental sustainability: <ul style="list-style-type: none"> Curriculum – teaching and learning Community – working together inside and outside of school Campus – buildings, energy and grounds Culture – the way things are done <p>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.</p> <p>ACTION: All LAB members to read NGA paper on environmental sustainability. Item to be added to agenda for the next meeting.</p> <p>f. Minutes of last meeting The minutes of the meeting held on 11/1/22, including a confidential minute were approved.</p> <p>g. Email Consultations The LAB received a collation of email consultations and communications. It was agreed that the</p>	<ul style="list-style-type: none"> Report of the Clerk NGA Information sheet and guide on environmental sustainability 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 	<p>KSO 1, 2, 3</p> <p>JB, AL, JG</p> <p>KSO 1, 2, 3 BH, JB, AL</p> <p>KSO 1, 2, 3 BH</p> <p>KSO 1, 2, 3</p> <p>All</p> <p>KSO 1, 2, 3</p>

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	<p>questions and comments should be considered at the relevant points on the agenda.</p>		
2.	<p>Update from Bellevue Place Education Trust (BPET) The LAB considered the summer term report from BPET. Arising from the report:</p> <p>a. “Executive headteachers” and line management of headteachers</p> <p>Q: Is there anything that the LAB needs to be aware of with regard to the change in line management structure for headteachers?</p> <p>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.</p> <p>Q: Are schools within the Trust much the same size?</p> <p>A: There is one 3 form entry (fe) school, one 1 fe, and 2 reducing to 1 fe; the others are 2 fe.</p> <p>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.</p> <p>c. Official Opening It was noted that plans were under way for an official opening of Deer Park School.</p>	<ul style="list-style-type: none"> • BPET Summer term 2022 update 	<p>KSO 3</p>
3.	<p>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.</p> <p>a. Headteacher’s Report The LAB considered the headteacher’s report.</p> <p>CG:</p> <div style="border: 1px solid black; padding: 5px;"> <p>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?</p> </div> <ul style="list-style-type: none"> • <i>Reading work will support writing, but the reading support and interventions will not be themselves enough to raise writing standards by proxy. Further specific work is needed in writing:</i> <ul style="list-style-type: none"> ○ <i>Gaps in grammar and punctuation, from Covid, that limit</i> 	<ul style="list-style-type: none"> • Headteacher’s Report 	<p>Curr 2, 3</p>

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	<p><i>children in achieving ARE.</i></p> <ul style="list-style-type: none"> <i>Embedded grammar and syntax work, supported by training that teachers have now been on over the Spring term.</i> <i>Additional support in Y3 to support children transitioning into expected. EHCP (Education, Health and Care Plan) application.</i> <div data-bbox="193 651 1010 869" style="border: 1px solid black; padding: 5px;"> <p>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?</p> </div> <ul style="list-style-type: none"> <i>Y1 reading – although improving – will continue to be a focus.</i> <i>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.</i> <div data-bbox="193 1088 1010 1227" style="border: 1px solid black; padding: 5px;"> <p>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?</p> </div> <ul style="list-style-type: none"> <i>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.</i> <p>ACTION: AL to provide greater specificity for target groups in headteacher’s report.</p> <p>Q: Is there a gender difference in Year 2?</p> <p>A: There are 8 girls and 22 boys. Most pupils are nearly at the expected level.</p> <p>ACTION: AL to check whether there is a gender difference.</p> <div data-bbox="193 1798 1010 1937" style="border: 1px solid black; padding: 5px;"> <p>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!).</p> </div> <ul style="list-style-type: none"> <i>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,</i> 		<p>Curr 1, 2</p> <p>Curr 2, 3</p> <p>AL</p> <p>AL</p> <p>Curr 1, 2</p>

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	<p><i>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.</i></p> <div data-bbox="193 577 1008 674" style="border: 1px solid black; padding: 5px;"> <p>The clarification of sport provision for families. Does this come from parental complaints/concerns? Please expand on this.</p> </div> <ul style="list-style-type: none"> <i>• 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.</i> <p>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?</p> <p>ACTION: AL to consider advertising local sports clubs.</p> <p>AH:</p> <div data-bbox="193 1160 1008 1256" style="border: 1px solid black; padding: 5px;"> <p>Expand on: The CPD offer of Emotion coaching and Attachment training.</p> </div> <ul style="list-style-type: none"> <i>• 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.</i> <p>Q: What does the emotion coaching involve?</p> <p>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.</p> <p>b. Learning Review (LR) The LAB considered the BPET Learning Review Report for the visit on 10 and 11 February 2022.</p> <p>CG:</p> <div data-bbox="193 1823 1008 2033" style="border: 1px solid black; padding: 5px;"> <p>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?</p> </div>	<ul style="list-style-type: none"> • BPET Learning Review Report – 10+11/2/22 	<p>Dev Cap 2</p> <p>AL</p> <p>Dev Cap 2</p>

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	<p><i>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.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>That same section notes that not all teachers are modelling joined handwriting on the working walls and other teaching displays. Has this been addressed?</p> </div> <ul style="list-style-type: none"> • <i>This has been addressed with teaching staff (in KS2 – staff in KS1 should not be joining letters on their models).</i> <div style="border: 1px solid black; padding: 5px;"> <p>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?</p> </div> <ul style="list-style-type: none"> • <i>Attendance this term is now returned to 98.1%</i> • <i>96.1 for the year excluding 'confirmed' cases.</i> <div style="border: 1px solid black; padding: 5px;"> <p>In the "Key pupil groups" section:</p> <ul style="list-style-type: none"> • What steps have you taken to ensure a fully representative pupil and parent voice, per the final bullet in the "diverse ethnic achievement" section? </div> <ul style="list-style-type: none"> • <i>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.</i> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • 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? </div> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> • <i>National tuition not yet being used in school.</i> <p>AL explained the SEND levels and funding for pupils with SEND.</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • What are the "In-school support (credits)?" referenced in that section and why haven't any been used? </div> <ul style="list-style-type: none"> • <i>In-school support credits are opportunities for specific development work with members of AfC staff. These have now</i> 		<p>Curr 2</p> <p>KS01</p> <p>KS0 1</p> <p>Curr 1</p> <p>Dev Cap 1</p>

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	<p>will be Good rather than outstanding?</p> <ul style="list-style-type: none"> <i>Yes, if inspected today. Focus of work to move QoE to 'outstanding', in order to move overall judgement.</i> <p>Q: How do you expect anyone else to rate the school Outstanding; do you know what you are looking for?</p> <p>A: Yes. The targets are achievable. We have challenged the BPET data.</p> <p>The school targets are higher in KS2 than KS1. Why?</p> <ul style="list-style-type: none"> <i>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.</i> <p>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?</p> <ul style="list-style-type: none"> <i>Yes they were: represented in the green text in the report. The targets projected are attainable and realistic for this academic year.</i> <p>Q: Why have targets not been set at 100%?</p> <p>A: It is unrealistic to set targets this high; some pupils may have 'exam nerves' on the day.</p> <p>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?</p> <ul style="list-style-type: none"> <i>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 additional ongoing work in conjunction with the borough maths leader.</i> <p>CG endorsed AL's report for the excellence of maths reasoning teaching and learning evidenced on a maths reasoning focus visit.</p> <p>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?</p> <p>A: The concern was as to whether the programme provided sufficient consolidation rather than challenge. We will review this</p>		<p>KSO 1, 2, 3</p> <p>Curr 1, 2</p> <p>KSO 1, 2, 3</p> <p>Curr 1, 2</p> <p>KSO1</p>

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	<p>at the end of the year.</p> <p>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.</p> <p>b. Reports from LAB Members on focus areas Visit reports were received from TE, CG, JG and AH.</p> <p>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.</p> <p>ACTION: LAB members to arrange visits.</p> <p>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.</p> <p>ACTION: JB and AL to present draft list of LAB focus areas to next meeting of LAB.</p> <p>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.</p> <p>ACTION: AL to present Key Stage 2 SATs results to next meeting of LAB.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 	<p>KSO 1, 2, 3</p> <p>All</p> <p>JB, AL</p> <p>AL</p>
5.	<p>Safeguarding</p> <p>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.</p>	<ul style="list-style-type: none"> • BPET Safeguarding report for visit on 28/11/21 	

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	b. Other issues and changes There were no issues to report.		
6.	<p>Ofsted Preparedness Update</p> <p>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.</p> <p>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.</p> <p>ACTION: AL to draft letter to parents explaining the Ofsted framework.</p>		AL
7.	<p>Training and Community</p> <p>a. Report on Community Engagement There was nothing to report.</p> <p>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.</p> <p>c. Training Needs See Minute 1e.</p> <p>d. Newsletter content JB agreed to send AL draft content for the next issue of the school newsletter.</p> <p>ACTION: BH to ensure that TE's training report is made available to LAB members. JB to draft content for the newsletter.</p>	<ul style="list-style-type: none"> • Link to training page on LAB portal 	KSO 1, 2, 3 BH, JB
8.	<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"> • Responses to LAB members' written questions and comments • Teaching and learning in PE • Identifying four link areas for 2022/23 <p>It was agreed that LAB members should replicate their challenges in summer term visits with subject leaders.</p> <p>ACTION: LAB members to replicate challenges with subject leaders</p> <p>b. Confidentiality The LAB identified matters discussed that were confidential, including parts of the headteacher's report, and</p>		KSO 1, 2, 3 All

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	<p>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: <ul style="list-style-type: none"> • Tuesday 5 July 2022 at 6 p.m. ACTION: All to note date of next meeting</p>		<p>All</p> <p>All</p>

The meeting ended at 7.55 p.m.

Chair:

Date: