



SDP Priorities 2021/22

Key Strategic Objectives

1. The school curriculum is implemented and developed effectively by subject leaders and teachers
2. Develop a robust and high-quality coaching program for the development of teaching practice
3. Develop the consistency, quality and design of the extra-curricular provision, in order to effectively support curricular learning

'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 5 July 2022 at 6 p.m. at the school

Present:	Parent Advisers	James Boyle, Chris Gallant (BPET Trustee), Triin Edovald
	Community Advisers	Joe Gilford, Ann Hines
	Staff Adviser	Victoria Coward
Also attended:		Alex Lee, Headteacher
		Beryl Hawkins, Clerk
	Parent Advisers from September 2022	Nicola Beharrell
		Isabel Pollen
		Simrith Arora

Boxed text = LAB member challenges submitted in advance, preceded by initials of authors. Blue italics = responses to challenges.

	Item	Papers	Action/ SDP Ref
1.	<p>Business</p> <p>a. Apologies and Welcome Apologies were received from PA and CT-R.</p> <p>b. Declarations of Interest There were no declarations of interest for items on the agenda.</p> <p>c. LAB Membership The LAB noted that this was the last meeting before the departure from the LAB of Chris Gallant, Chris Tart-Roberts and Joe Gilford and wished to record thanks to them for their contribution to the work of the LAB.</p>	<ul style="list-style-type: none"> • Current membership 	KSO 1, 2, 3

	Item	Papers	Action/ SDP Ref
	<p>Parent members, Nicola Beharrell, Isabel Pollen, and Simrith Arora, who would begin four-year terms of office in September 2022, were welcomed to the meeting. All LAB members and the new parent members introduced themselves.</p> <p>JB stated that to date he had been unable to make contact with David Phillips, the Orleans Park School nominee who was willing to succeed Joe Gilford as a community member. JG agreed to facilitate communication between JB and DP.</p> <p>JB reported on the selection process for the parent advisers. It was noted that all the selected candidates had a child in Year 1 and one had a child in Year 4.</p> <p>ACTION: JG and JB to follow up on recruitment of David Phillips.</p> <p>JB to induct new parent members</p> <p>d. Skills Audit The LAB received the updated skills audit.</p> <p>e. Report of the Clerk The report of the clerk was received.</p> <p>f. Minutes of last meeting The minutes of the meeting held on 4/5/22, including a confidential minute were approved and signed.</p> <p>g. Email Consultations The LAB received a collation of email consultations and responses since the last meeting.</p>	<ul style="list-style-type: none"> • Updated LAB skills audit, including leavers • Report of the Clerk • Draft Minutes – 4/5/22 • Draft confidential minutes – 4/5/22 • Collation of email consultations and responses 	JG, JB
2.	<p>Update from Bellevue Place Education Trust (BPET) There had been no BPET board meeting and no written report from the Trust since the last meeting. AL reported on headship changes for schools in the Trust and that two more schools were considering joining the Trust, one of which had visited Deer Park.</p>		KSO 3
3.	<p>Progress and Policy Review (See also confidential minutes) AL presented responses (blue italics), prepared by himself and VC, to questions and comments (boxed) received in advance. Further questions were answered at the meeting.</p> <p>a. End-of-Key-Stage-2 Data AL presented tabled data for Key Stage 2 (KS2) tests, and teacher assessment for writing for 2021/22 for Deer Park School compared to national figures, released to the school earlier in the day. It was noted that national data for Greater Depth Standard (GDS) and pupil progress were based on an algorithm and that the 2022 data would be available in September 2022.</p> <p>Q: How is it that the GDS combined figure is lower than each of the GDS figures for Reading, Writing and Maths?</p> <p>A: Pupils have to achieve GDS in all three subjects to reach a</p>	<ul style="list-style-type: none"> • Data for KS2 National Curriculum tests and teacher assessment (confidential until shared with parents by the school) 	Curr 2, 3

	Item	Papers	Action/ SDP Ref
	<p>combined GDS score.</p> <p>JB congratulated the school on the excellent results.</p> <p>AL stated that the class had performed well and that the results were a credit to the staff; pupils needed excellent teaching throughout in order to perform well; the results should be celebrated, but the school also needed to focus on other aspects of teaching and learning, such as plays and sports days.</p> <p>Q: Do you have comparative data for 2019?</p> <p>A: As this is our first year of data we do not have Deer Park specific comparators.</p> <p>Q: Are the results as expected, or are there any surprises?</p> <p>A: They are about as expected. There is a risk that results for next year will be lower because of the characteristics of the cohort, but we are confident that the data is accurate.</p> <p>JB agreed to write to staff on behalf of the LAB to congratulate them on the excellent results.</p> <p>ACTION: JB to write to congratulate staff on KS2 results.</p> <p>b. Headteacher's Report The LAB considered the headteacher's report.</p> <p>TE:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Are there any known reasons for attainment in writing remaining lower than attainment in reading and maths? Are there any specific aspects of writing that stand out where significant improvements could be made? Any early thoughts on how to address the underlying reasons (if known)?</p> </div> <ul style="list-style-type: none"> • <i>Same nationally, locally and at Deer Park. Writing remains the lowest of the three. Spelling and transcription work in writing has needed significant work: once secured, writing will be able to progress.</i> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Children meeting at least ARE [Age Related Expectations] (table p4) suggest that Y5 has made limited progress compared to other year groups (with Maths attainment now matching the autumn baseline level). What explains such a trend for Y5?</p> </div> <ul style="list-style-type: none"> • <i>This is progress. The assessments get progressively harder as the term goes on. Zero points added is expected progress. What we're used to at DPS is accelerated progress. The attainment data is reasonable locally (and well above national) and commensurate with the prior attainment of this year group.</i> • <i>Unhelpful that Y5 completed these assessments on the two days</i> 	<ul style="list-style-type: none"> • Headteacher's Report (includes confidential information) 	<p>JB</p> <p>KSO1</p> <p>KSO1</p>

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	<p><i>following their residential, in the 2nd and 3rd hottest days of the year.</i></p> <ul style="list-style-type: none"> <i>Writing attainment has the same relationship to reading and maths as it does in other years.</i> <p>CG</p> <div style="border: 1px solid black; padding: 5px;"> <p>Great to be in a position to recruit ECTs [Early Career Teachers] and mould them into the DPS way. Is there, or will there be, a programme to fast track their development and if so what might this look like?</p> </div> <ul style="list-style-type: none"> <i>Careful selection! Followed by a triangulated support system of mentor, phase leader, and induction leader.</i> <p>Q: Do you think ECTs could struggle with the pace? A: It will work if a plan is in place. We will need to consider the context of the class, but have a bespoke support system in place.</p> <p>The LAB noted the potential positive impact that an ECT could have.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Excellent work on the reading and writing interventions and also maths in Y1 - an impressive impact on results. As [TE] also points out, Y5 seems to have stagnated at best - what can realistically be done to turn this around in Y6 before SATs? Can we set summer catch-up homework?</p> </div> <ul style="list-style-type: none"> <i>There are difficult yards to be made over the next year. Summer catch-up work is indeed being set, but the impact of this is usually low. Targeted support and tuition over the coming year will support the closing of gaps: certainly effective for this year's Y6.</i> <div style="border: 1px solid black; padding: 5px;"> <p>Great to be getting an award but please can you explain what the 'Attachment Aware Schools Project' is, reference CPD [Continuing Professional Development]?</p> </div> <ul style="list-style-type: none"> <i>It's the shiny new plaque in our trophy cabinet. Emotion coaching and recognition of emotional trauma, with support for children to make positive attachments and form productive emotional relationships. Separating behaviour from emotion, and addressing both.</i> <p>ACTION: BH agreed to provide the LAB with a copy of the glossary of terms from the BPET Board pack for trustees and key to</p>		<p>KSO2</p> <p>KSO1</p> <p>KSO2</p> <p>BH</p>

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	<p>abbreviations used in reports to the LAB and at meetings.</p> <p>c. Parent Survey</p> <p>JG:</p> <div data-bbox="193 546 1008 687" style="border: 1px solid black; padding: 5px;"> <p>How does the school plan to share the results with parents and its actions following this? (We do a 'You suggested...' 'We have...' response which I am happy to share an example of).</p> </div> <ul style="list-style-type: none"> • <i>Submitted to families in a letter in early June.</i> <p>Communication:</p> <p>The LAB agreed that it would be useful to have a one-page guide for parents on ways in which to communicate with the school and what to expect.</p> <p>JB stated that LAB members should not try to answer issues they received via parents' WhatsApp groups, whether collective or individual, but should refer them to class representatives or to AL.</p> <p>VC stated that the Senior Leadership Team (SLT) was currently discussing roles, including the role of the class representatives and how they work.</p> <p>ACTION: LAB members to refer issues raised by parents to class representatives or AL</p> <div data-bbox="193 1377 1008 1554" style="border: 1px solid black; padding: 5px;"> <p>I noted a few comments and points re: Homework- Are you confident that all staff are following the school's homework policy and that parents understand what will be set and when, along with the rationale for the homework schedule?</p> </div> <ul style="list-style-type: none"> • <i>The homework structure currently does not require personalised marking. Work is either instantaneous feedback (online), full class review, or creative work. That said, a one-page piece of communication on homework protocols might head some of these questions off.</i> <div data-bbox="193 1783 1008 1856" style="border: 1px solid black; padding: 5px;"> <p>Do you have any ideas why some parents may be concerned about the reports and their child's progress?</p> </div> <ul style="list-style-type: none"> • <i>The three points of information per year is not enough for many families. Questionnaire to obtain further detail. Some families make good use of opportunities to discuss progress and wellbeing with teachers and leaders during the year, some do not: message to be reiterated at the start of the year.</i> 	<ul style="list-style-type: none"> • Parent survey results (includes confidential information) 	<p>All</p> <p>KSO1</p>

	Item	Papers	Action/ SDP Ref
	<p>CG</p> <div data-bbox="193 456 1010 719" style="border: 1px solid black; padding: 5px;"> <p>'School reports are either very good or excellent' 68% was low in comparison to other areas but is an essential connection to home. Is it feasible/worthwhile to set up a workshop perhaps run by a LAB Member to understand what parents expect in the reports and why they are marking it down? Obviously needs to be feasible to deliver but perhaps worth asking?</p> </div> <ul style="list-style-type: none"> • <i>As above.</i> <p>TE</p> <div data-bbox="193 848 1010 1099" style="border: 1px solid black; padding: 5px;"> <p>As [AL] already identified, communication seems to come up as an area of improvement on multiple fronts: while the senior leadership is perceived as highly personable and approachable, the teacher-parent link doesn't seem awfully strong, feedback on pupil progress doesn't seem entirely satisfactory. What steps could be taken to improve this?</p> </div> <ul style="list-style-type: none"> • <i>As above.</i> <div data-bbox="193 1173 1010 1503" style="border: 1px solid black; padding: 5px;"> <p>General school comms and channels of cascading information could do with tightening up - concise and easily accessible information to parents, clear channels (without duplication or intentional duplication) but also how these should be used could be better communicated to parents, instructions/reminders to parents on how they can raise concerns and/or reach the class teacher could be beneficial (rather than cornering [AL] at the front door as the most obvious target for this!).</p> </div> <ul style="list-style-type: none"> • <i>Comms advice from parent has been that consistent duplication is useful. Communication plan for development over Autumn 1 formulated for enactment. To start with one-page on who to communicate with and on what, and reformat of website to address key questions.</i> <div data-bbox="193 1740 1010 1995" style="border: 1px solid black; padding: 5px;"> <p>Second-language opportunities and a broader selection of extra-curricular activities (incl. music provision) may warrant some further discussion to ensure there is a shared view among us on the breadth and quality of provision. (I do not suggest that we should go down the route of introducing horse riding and golf as suggested in some comments!)</p> </div> <ul style="list-style-type: none"> • <i>There is no clear shared view on the specific directions that our</i> 		<p style="text-align: center;">KSO1</p>

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	<p><i>EDP [Extended Development Programme] should take: only that it should expand. This is happening term on term, and Autumn 2022 has a new highwater mark for the amount of clubs on offer: including chess and debating.</i></p> <p>Q: Have you compared Deer Park's EDP offer with the offer at other schools in the local area?</p> <p>A: Deer Park offers the second highest number of clubs for schools within BPET, 44, compared to 75 for the highest. We take on what we particularly like, such as the debating club.</p> <p>d. SIP (School Improvement Partner) Report The LAB received the report of the school's new SIP, Marie Newman. AL explained that, as a free school, termly visits by the AfC (Achieving for Children) SIP were a choice rather than a requirement. It was noted that the questions for LAB members in the report were helpful and that the visits and reports, with the questions posed were helpful preparation for Ofsted. AL stated that the SIP had worked to support the staff.</p> <p>Q: Prior to the last Ofsted inspection the local governing body was coached by the SIP. The spotlight will be on the LAB. Do we need something similar this time?</p> <p>A: We will ask Marie Newman to do some work with the LAB.</p> <p>JG</p> <div data-bbox="193 1368 1010 1476" style="border: 1px solid black; padding: 5px;"> <p>I wondered if the school knew why 29% of pupils have not attended an extracurricular club and whether anything further was in place to encourage involvement.</p> </div> <ul style="list-style-type: none"> • <i>That's 29% of pupils currently. Not that they haven't at one point. These are tracked on an individual level for sport and music, with the sports and music leaders personally approaching families to raise sign up.</i> <p>AL added that 15% of pupils do not attend any extra-curricular clubs.</p> <div data-bbox="193 1742 1010 1879" style="border: 1px solid black; padding: 5px;"> <p>I also noted that it referenced staff subject knowledge in science and partnering with parents re: science curriculum. How is the school going to seek to do this in the next year?</p> </div> <ul style="list-style-type: none"> • <i>As above. Science curriculum partnerships have begun with an assembly and recruitment of families to support technical knowledge for DT day.</i> <p>AL added that science would be a focus area, with new staff,</p>	<ul style="list-style-type: none"> • Summer SIP Report from Marie Newman for visit on 25/5/22 	<p>Dev. Cap. 2</p> <p>KSO1</p>

	Item	Papers	Action/ SDP Ref
	<p>1. Drive a broad rich curriculum where all children can succeed</p> <p>2. Pastoral care (at a level to be decided)</p> <p>3. Quality and range of the EDP – including how we address any gaps</p> <p>Q: What is missing from the EDP? A: Training for the people running the provision; expectations on behaviour; there may be gaps in social and emotional development.</p> <p>Q: Is it the intention that families will choose the school over other provision when looking for extra-curricular activities? A: That would take a lot of planning and it could be expected that families will want to make their own choices.</p> <p>Q: Are you planning to do more to advertise out-of-school provision? A: We can get specialists in and families can then progress this out of school if they wish.</p> <p>LAB members were agreed that high priority should be given to pastoral care.</p> <p>AL stated that:</p> <ul style="list-style-type: none"> • There will be actions with each priority in the new SDP. • The draft SDP will be drawn up in the next week, to be agreed by BPET over the summer break. <p>The LAB noted that the focus areas of SEND (Special Educational Needs and Disability) and draft KSO1 (Curriculum) already had linked LAB members and agreed focus LAB members for the other two draft KSOs:</p> <ul style="list-style-type: none"> • Draft KSO2 (Pastoral Care) – TE • Draft KSO3 (EDP) - JB <p>f. Policies for Review – Marking and Feedback Policy The LAB noted that TE had submitted detailed commentary on the Marking and Feedback Policy and that VC would consider all LAB member commentary and review the policy in September with a view to providing a response for the next meeting.</p> <p>ACTION: VC to provide LAB members with revised Marking and Feedback Policy for next LAB meeting</p>	<ul style="list-style-type: none"> • Marking and Feedback Policy 	<p>KSO1, 2</p> <p>VC</p>
4.	<p>Environmental Sustainability JB stated that he had scanned through the documents on environmental sustainability promoted by the NGA (National Governors Association) and agreed to look at the documents in more detail and provide feedback or a</p>	<ul style="list-style-type: none"> • NGA Information sheet and guide on environmental sustainability 	

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	<p>recommendation to the LAB.</p> <p>ACTION: JB to provide feedback or make recommendation to the next LAB meeting on the environmental sustainability materials.</p>	<ul style="list-style-type: none"> • Sustainability and climate change: a strategy for the education and children's services systems 	JB
5.	<p>School Development Plan (SDP), Monitoring and Consultation</p> <p>a. Report of the SIP and review of progress on priorities in the SDP See Minute 4d.</p> <p>b. Reports from LAB Members on focus areas JB stated that he had visited in the previous week to review use and impact of the Pupil Premium grant. AL stated that he would invite the LAB to the end-of-term concert. JG stated that he had arranged for two colleagues from Orleans Park School to visit Deer Park to review English transition and that they had had a very productive meeting. CG stated that he had visited the school (middle leaders development and training) and that Nidhi Khurana had taken notes of the meeting. TE reported that it had been necessary to reschedule a planned visit, but that she had checked the SEND Information Report for Parents and Carers against the legal requirements and had made a list of recommendations for Natalia Levene, SENDCo, to consider.</p> <p>c. Monitoring Arrangements, Focus Areas and Strategy for 2022/23 The LAB agreed that:</p> <ul style="list-style-type: none"> • LAB members should ensure that written reports of visits were submitted to BH and the LAB. • Ofsted would look in LAB meeting minutes for evidence of the headteacher being held to account for the quality of teaching and learning. • LAB members should remember to 'tap in' when visiting so that visits were registered on the system. <p>The LAB agreed focus areas for 2022/23 (see also Minute 3e):</p> <p>AH Music (KSO1) and residents' groups DP Transition JB Safeguarding, Pupil Premium and Sport Premium, EDP (KSO3) TE SEND and pastoral care (KSO2) PA Diversity and maths (KSO1)</p>	<ul style="list-style-type: none"> • Summer 2022 SIP Report for visit on 25/5/22 • School Development Plan • LAB membership showing 2021/22 focus areas • Annual plan of work for the LAB 	<p>KSO 1, 2, 3</p> <p>All</p>

	Item	Papers	Action/ SDP Ref
	<p>NB Science and finance (KSO1) IP Arts and humanities (KSO1) SA Phonics and reading</p> <p>JB agreed to send a visit report template and exemplar report to new LAB members and confirmed that: visit reports should not be too long; LAB members should contact the school to arrange a visit with their focus area staff lead; LAB members should report back to the LAB after each termly meeting.</p> <p>ACTION: All LAB members to submit reports for completed visits to BH and the LAB. All LAB members to remember to ‘tap in’ when visiting to ensure a record is kept. JB to send visit report template and exemplar report to new LAB members. All to arrange visit with school to look at focus area.</p> <p>d. Administration of KS2 National Curriculum Tests (SATS) AH stated that she visited the school on 9/5/22 for the invigilation of the administration of KS2 SATS and confirmed that the whole process went well and was carried out very professionally.</p>		<p>All</p> <p>JB</p> <p>All</p>
6.	Safeguarding AL stated that there were no issues to report.		
7.	Ofsted Preparedness The LAB noted that this would be an item on the agenda for future meetings.		
8.	<p>Training and Community</p> <p>a. Report on Community Engagement AH stated that she had been approached about the East Twickenham Christmas Tree and may need to speak to AL outside of the meeting.</p> <p>b. Reports from Training Completed Training attended by LAB members was noted:</p> <p>PA New Governors: Understanding your role 22/6/22 TE EIF: British Values SMSC Development 4/7/22</p> <p>TE agreed to submit a written report on her attendance at the EIF (Education Inspection Framework) training.</p> <p>ACTION: TE to submit written report on attendance at EIF Briefing</p> <p>c. Training Needs The LAB noted that the AfC governor training schedule would be made available later in July see also Minute 1e (Report of the Clerk).</p> <p>ACTION: LAB members to consider AfC training schedule when available and book relevant courses.</p> <p>d. Newsletter content JB agreed to send AL draft content for the next issue of the school newsletter.</p>	<ul style="list-style-type: none"> • Link to training page on LAB portal 	<p>TE</p> <p>All</p>

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	ACTION: JB to draft content for the next school newsletter		JB
9.	<p>Concluding Business</p> <p>a. Impact Statement The LAB identified areas where actions and decisions would have an impact on teaching and learning:</p> <ul style="list-style-type: none"> • Providing challenge through questioning of reports <p>b. Confidentiality The LAB identified matters discussed that were confidential, including parts of the headteacher's report, matters relating to individual staff and pupils, and performance data pending its release to parents by the school.</p> <p>ACTION: All to note confidential business.</p> <p>c. Future meetings The LAB agreed a calendar of meeting dates for 2022/23, subject to review of the Summer 2 meeting after the KS2 results day was known:</p> <ul style="list-style-type: none"> • Tuesday 11 October 2022 at 6 p.m. • Tuesday 10 January 2023 at 6 p.m. • Wednesday 3 May 2023 at 6 p.m. • Tuesday 4 July 2022 at 6 p.m. <p>ACTION: All to note future meeting dates</p>		<p>KSO 1, 2, 3</p> <p>All</p> <p>All</p>

The meeting ended at 8 p.m.

Chair:

Date: