



## The three key strategic objectives for 2022/23 are:

- 1. Deliver a broad, enriched curriculum offer driven with high expectations for all children in all subjects
- 2. Ensure strong pastoral, cultural and emotional development for all children to support their growth as individuals.
- 3. Develop the quality and design of the extra-curricular provision, to complement the curriculum and support breadth of opportunity.

## **MINUTES**

Deer Park School Local Advisory Board (LAB)
Tuesday 11 October 2022 at 6 p.m. at the school

Present: Parent Advisers James Boyle (Chair), Patrick Anim, Simrith Arora, Nicola Beharrell,

Triin Edovald, Isabel Pollen

**Community Advisers** Ann Hines, David Phillips

Staff Adviser Victoria Coward

Also attended: Alex Lee, Headteacher

Beryl Hawkins, Clerk

Boxed text = LAB member challenges submitted in advance, followed by initials of authors. *Green italics = responses to challenges in note form.* 

	ltem	Papers	Action/ SDP Ref
1.	<ul> <li>a. Apologies It was noted that all LAB members were present.</li> <li>b. LAB Membership and Chair David Phillips, community member appointed for a term of four years ending on 31 August 2026, was welcomed to the LAB and introduced to everyone present.  JB stated that Bellevue Place Education Trust (BPET) had extended the maximum time for the office of chair from two to four years and that although his term of office as a LAB member had been officially extended to 2026 it was his intention to resign at the end of the current academic year. JB asked for any non-staff LAB members who were interested in the role of chair to contact him. It was noted that future chairing arrangements would be raised again at subsequent meetings with a view to planning for transition.</li> <li>ACTION: Interested LAB members to contact JB to find out more about the role of the chair. Future chairing arrangements to be added to agenda for next meeting.</li> <li>c. Agenda Update JB stated that item 4 on the agenda (Environmental Sustainability) was deferred as he had not been able to review the topic. It was also noted that LAB members' responses to documents</li> </ul>	• Current membership	Non-staff LAB members, JB, BH



	ltem	Papers	Action/ SDP Ref
	circulated ahead of the meeting had not been collated, but would be included in the minutes.  ACTION: JB to review documentation on Environmental Sustainability for consideration at future meeting  d. Declarations of Interest  i. LAB members and the headteacher returned their completed annual declaration of interest form or agreed to complete it after the meeting.  ii. There were no declarations of interest for items on the agenda.  ACTION: All LAB members to complete and return annual declarations	Declarations of interest form and guidance	JB
	<ul> <li>of interest.</li> <li>e. LAB Code of Conduct All LAB members signed their acceptance of the code of conduct.</li> <li>f. Report of the Clerk The report of the clerk was received. The clerk reminded LAB members that they could have their photos taken for the school website by the school photographer on the morning of Thursday 13 October 2022.  The clerk drew attention to GovernorHub, an online service that was being considered to replace the LAB portal ahead of the next meeting of the LAB.</li> <li>g. Minutes of last meeting The minutes of the meeting held on 5/7/22, including a confidential minute were confirmed and signed.</li> </ul>	<ul> <li>LAB Code of Conduct</li> <li>Report of the Clerk</li> <li>Draft Minutes – 5/7/22</li> <li>Draft confidential minutes – 5/7/22</li> </ul>	AII
2.	Update from Bellevue Place Education Trust (BPET) LAB members received an update from BPET (see Report of the Clerk) and the BPET 3-year Strategic Plan for 2022-25.  AL gave a further update on BPET's plans for expansion.  Q: Will the increase in the number of schools within the Trust benefit Deer Park?  A: Yes. We will lose our maths specialist, but this is no longer needed. For English there will still be time for staff to talk to a consultant. There will be benefits from the greater range of expertise from other staff within the Trust.	<ul> <li>Report of the Clerk</li> <li>BPET 3-year Strategic Plan 2022-25</li> </ul>	KSO 1, 2, 3
3.	Progress and Policy Review AL presented responses, prepared by himself and VC, to questions and comments received in advance. Further questions were answered at the meeting. AL checked that all LAB members were willing to be identified in the minutes when submitting challenges.	• Headteacher's	



	ltem	Papers	Action/ SDP Ref
a. LA	Headteacher's Report	Report (includes confidential	W004 0 0
	I note that a large number of children <b>transition</b> to Orleans Park School. Please can you advise what steps DPS is taking to build links with this school (and any other relevant secondary schools) to facilitate the transition from primary to secondary?	information)	KSO 1, 2, 3
•	Visits from the secondary school leadership to meet pupils in their own environment.		
•	Visits from pupils (KS3) at the school to answer questions from pupils.		
•	Transition days for Y6 pupils to experience the school environment.		
LA	AB Member Challenge (NB)		KSO 1, 2, 3
	I note that there is a <b>high proportion of EAL</b> students. Please can you advise what challenges this presents and how the school addresses them. Conversely, there are many benefits to having such a diverse school community. Please can you advise what DPS is doing to maximise these benefits.		, ,
•	Challenges: contextual language acquisition. Vital vocabulary, explicit vocab and language teaching.		
•	Challenge: phonological awareness. Structured synthetic phonics programme with targeted groups for pupils with lowest knowledge to be taught by class teachers.		
•	Benefits: French speaking families used to enhance speaking and listening lessons as volunteers. Italian club run by DPS family.		
	AB members also noted that use of Little Wandle had been expanded and that Catch-up and Keep-up were being used.		
ex ch	stated that phonics, reading and writing teaching were of an ceptionally high standard and that this was good for bringing in ildren with EAL.		
LA	AB Member Challenge (NB)		
	I understand that there is an ambition to increase the <b>quantity</b> and quality of the EDP. Looking at class sizes, there are more		KSO 3
	children in KS1 than KS2. Is there the same breadth of		
	opportunity/access to clubs for younger pupils? How does DPS		
	propose to increase capacity/the number of clubs once the		
	school is at full capacity, with two forms in each year (e.g. what		
	additional space will be utilised etc)?		



	Item	Papers	Action/ SDP Ref
•	Not the same breadth of access for Reception: clubs for this year group are carefully chosen to be manageable in their domain specificity (e.g. multi-activities rather than 'hockey'.		
•	Breadth of opportunity expands as the children rise up the school. The reason for this is the same as the answer to the last part of this question: we use local facilities (Marble Hill Park) for example, to support our breadth of access.		
•	Morning sport has been introduced to ensure children across the school have greater opportunity to access sport, with clubs after school in some sports being over-subscribed.		
LAI	B Member Challenge (NB)		
	Please can you explain who 'cultural capital' list children are (referred to in box 6) and what is being done to facilitate access to wider opportunities and provision? Similarly, please can you advise whether SEND children (particularly those with EHCP or a SIC package) are able to access the same breadth of		KSO 2
	opportunities?		
•	Children with EHCPs and SEND have exactly the same access to clubs as other children. 1-2-1 support is provided where necessary.		
•	'Cultural capital' children are those who experience significant disadvantage either financial or from family time/attention (leading to less opportunities for sport/arts/music), yet do not qualify for PPG. These children are tracked across the school, and a similar offer to PPG is implemented on a case by case basis (e.g. free music lessons, club fees waived, uniform vouchers, trip/residential payment support).		
wit 10 and	answer to questioning from LAB members, AL explained that children th an EHCP (Education, Health and Care Plan) should receive between and 32½ hours of support a week and one-to-one support if needed, d that children with a SCIP (Social Communication Intensive Package) build receive up to 10 hours of support a week.		KSO 1
LAI	B Member Challenge (NB x 2)		
See	e confidential minutes.		
LAI	B Member Challenge (SA)		KSO 2
	Section 5- Behaviours and Attitudes. There are consistently 0 racist incidents reported, and 0 homophobic incidents reported in this HT report and previous ones I have read, which is great. However, this may not mean that these incidents aren't happening, just that there are no reports of them. What are we		



ltem	Papers	Action/ SDP Ref
doing as a school to ensure pupils feels comfortable to report their pupils or even if they feel staff who conduct racist/ homophobic behaviours or comments? How are we giving them the confidence and the motivation do this considering the		
emotional labour and risks it takes for a child, let alone a child of colour or LGBTQIA+ to report an incident and speak out in the		
first place.		
<ul> <li>Trusted adults and relationships with staff is key here. Staff are trained on the importance of developing these relationships and supporting pupils to speak up if they notice/experience discrimination.</li> </ul>		
Assemblies directly on discrimination and anti-racism, including how to report it (inc cyberbullying).		
PSHE curriculum, RE curriculum, computing curriculum		
Time to talk facility, zones of regulation check ins		
Agents of change, pupil voice at end of each term (anonymised)		
Q: Do you think zero racist incidents are happening?		
<b>A:</b> It would be surprising if they are not happening. Children may be asking other children questions that are inappropriate innocently – there might not be a racist motivation. There have been no known clear-cut racist incidents.		
Q: How is dramatherapy used?		
A: Blocks of work of at least six weeks on emotional regulation for anger management may involve dramatherapy. An external staff member is employed to support staff with this on $1\frac{1}{2}$ days a week. Children may suffer trauma from the outside world or it may have built up over a long period. Dramatherapy can have a big impact with some of these children.		
Q: Would I be able to talk to anyone who is doing dramatherapy?		
<b>A:</b> You cannot attend the sessions, but can ask staff members about it. The whole staff team is involved.		
LAB Member Challenge (TE)		
The references to Autumn 2020 and Autumn 2021 and Spring and Summer 2022 – have these been mistakenly carried over from a report template and to be adjusted to reflect the new academic year? (Just making sure I read the report right!)		
<ul> <li>Yes, they're mistakes. Apologies.</li> <li>ACTION: AL to update date references in headteacher's report to</li> </ul>		AL



	ltem	Papers	Action/ SDP Ref
CI	urrent year where appropriate.	• 2022/23 School	
b	School Development Plan	Development	
L	AB Member Challenge (SA)	Plan	
	Strategic Objective 1 LEARN- reading & writing interventions to support bottom 20%, staff training for interventions, keep up/catchup interventions timetables, clarity of groups and content etc. Excellent support processes in place in the SDP for children who are not at expected level in core subjects. Can I ask more about the strategy and resources implemented for children who are excelling and exceeding their age-related expectations for their key stage/ age group and how these children are appropriately supported? Are their booster/intervention groups, how well planned are these, how well are teachers being trained on support needed for children who are surpassing targets (in reading, writing, maths etc) and how best to ensure these pupils in this category don't lose motivation and focus with their learning too?		KSO 1
•	Intervention groups: no		
•	Teacher training on extension, challenge and breadth: absolutely		
•	An intrinsic part of quality first teaching is to broaden the understanding of, and challenge, pupils who achieve highly in each subject		
•	Our data shows this works very well: our GDS is above local in all areas.		
Q	: If children are excelling how are they motivated?		
p di p	For example, a child who is excelling might be stopped at challenge bint 3 out of 10 for fluency to go on to something else or a more ifficult challenge. A child might be questioned in class. A no-hands-up blicy is used to help children who need something more strung out. In the final outcome needs to be at a higher level. In sport, a child light have a shorter long jump, but the same knowledge.		
L	AB Member Challenge (SA)		
	Strategic Objective 1- 'Delivering exceptional provision through a rich, balanced and inclusive curriculum. How broad and rich is our curriculum?' How important do you think the diversity of the teaching staff of the school is to achieve strategic objective 1? To achieve a 'broad', 'enriched', 'inclusive curriculum' with 'culture'		KSO 1



	Item	Papers	Action/ SDP Ref
	successfully, should this be reflected in the teaching staff who are delivering this also? If yes, how are we going to improve this, what is our plan? Do we have stats on diversity/ gender of teaching staff will be helpful to review for the future?		
•	The quality of teacher, of their instruction practice, safeguarding and attitude to education, is the most important aspect here.		
•	We for evident reasons do not and would not recruit based on ethnicity or profile-fit.		
•	We don't keep stats on the ethnicity/gender make-up of our staff, because we wouldn't use that data to inform recruitment.		
LΑ	AB Member Challenge (SA)		
	General recruitment question linked to the above – how are we		
	ensuring a diverse range of staff is recruited in the first place?		
	What publications/ online platforms are we using and how can		
	we further our reach to ensure we as a school are doing		
	everything we can to ensure we get diverse variety of applicants		
	in the first place- the onus is on us.		
•	Our platform is TES, which is the most widely used education job platform nationwide, and has a significant international presence.		
LA	AB Member Challenge (SA)		KSO 3
	Strategic Objective 3- general question How are we ensuring		
	that minimum disruption occurs to pupils when a teacher leaves,		
	is off sick for a period of time or there are other staff shortages in		
	a classroom? Especially for younger pupils where a change of		
	teacher can be quite disruptive and unsettling. Are we assuming		
	that as winter approaches, covid cases could increase that may		
	affect teaching staff and what measures we are implementing to		
	ensure minimum disruption to teaching? (I'm not sure what the		
	protocols will be that the school will advise for teaching staff		
	isolation or if there will be any at all?)		
•	Quality of planning allows cover teachers (who are high quality, and frequently our leadership team) can teach classes well and consistently.		
	Training two HLTAs over the course of this year. One TA in teaching		
•	training, another starting in Sept.		



	Item	Papers	Action/ SDP Ref
LΑ	AB Member Challenge (TE)		KSO 1
I	BPET's 3-year strategy: A question re a specific element of the		
	strategy - 'Innovative use of ICT with a strategy to enhance staff		
	collaboration and drive a rich technological approach to inspire		
	pupils' learning'. Q: Does the ICT strategy include a monitoring		
	plan? I'm just conscious that the relationship between		
	technology, motivation, and achievement is complex and if ICT		
	implementation isn't planned out and monitored there's always a		
	risk that tech becomes a tool that widens the gap between pupils		
	rather than facilitates learning. (Though improvement in pupil		
	learning may not be the direct desired outcome here – reducing		
	teacher workload, improving the accuracy of assessment, etc		
	may be prioritised). Raising this as there is very little evidence of		
	ICT having a beneficial effect on pupil academic achievement.		
•	Not utilise in our SDP. A vision for the wider trust, but much of this		
	focused on using assessment tools and trackers, and collaborative		
	networks. Our tech is used to support the computing curriculum,		
	predominantly: we're not using it as a bolt-on to curricular learning.		
	Our key driver continues to be the quality of explicit instruction, rather than gadgetry.		
Q:	: Are you using Century Maths?		
	This is an adaptive program. It is used as a fluency tool.		
	The No. 1 question among parents is about homework – why is omework so light.		
	The email guidance document sent to parents explains the school's		
рс	olicy on homework. We will resend this and provide a link to where is is on the school website.		
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pc th	is is on the school website.		
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LAB Member Challenge (NB)		
I note that the 'Success' column refers to a termly RAG rating being given. Please can you confirm that these updates will be shared at the various LAB meetings, with both successful outcomes and areas of difficulty being flagged.		
- Yes I can.		
Q: Where were we at the end of 2021/22 in terms of meeting SDP targets?		
<b>A:</b> We were successful. This term we have carried out a school self-evaluation. We have been under review and questioning from BPET and are now confident that the school is Outstanding in all four areas of the Ofsted inspection framework.		
In response to a request from the JB, AL <b>agreed</b> to summarise the SDP update for each meeting in the Headteacher's Report.		
ACTION: AL to summarise SDP update for each meeting in the		AL
	AfC National     Curriculum	AL
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The writing scores for national and local are the lowest of the RWM data, as well. We are higher above the national in writing (in both key stages), for example, than we are in reading. Over time, writing has consistently been the lowest outcome at KS2 across the country. That said, the writing curriculum still forms a key component of section 1 of our School Development Plan for this year. In particular writing interventions for the bottom 20% of attainers, the modelling of high-quality exemplar writing in lessons, and the teaching of spelling and grammar across the school. Progress against the writing framework at KS1 and KS2 is monitored through assessment each term, tracking pupil attainment against the framework. It is worth considering here that writing can only be as good as, or below, reading, as children's ability to create sentence structures and use vocabulary effectively stems from their ability to read these same strategies before they write them.		
<ul> <li>Q: What rewards do staff get for running after-school clubs?</li> <li>A: From the spring term 2023 they will get half a day off.</li> <li>In answer to a question, AL explained how 'zones of regulation' checkins are used for children to signal their feelings and how staff respond to the check-ins.</li> <li>Q: How do zones of regulation work with Key Stage 1 pupils?</li> <li>A: Where necessary, children complete a structured programme of 15 lessons with an experienced TA (Teaching Assistant) to help them to regulate their emotions. We use the same system across the school so that children know that they can say how they feel.</li> <li>Q: How does it work with the 'calm' zone?</li> <li>A: Children who need or wish to go to a quiet space during break times can go to the art room (this is also the calm room) instead of going to the playground, or go to the quiet area in the playground with a book.</li> <li>While in the calm zone, pupils can have a quiet conversation with the 'Time to Talk' staff member or the Deputy SENDCo (Special Educational)</li> </ul>		KSO 2, 3
Needs Co-ordinator).  d. Policies for Approval – Feedback Policy  VC reported that the Feedback Policy, previously known as the Marking and Feedback Policy, had been revised taking into account responses from LAB members in the summer. In response to a query about why spellings were limited to a maximum of three, VC explained that the school didn't want to emphasise spellings against content and that any spellings that had been missed would be noted and revisited by the teacher at a later date.	Draft Feedback     Policy for     2022/23	KSO 1, 2, 3



	ltem	Papers	Action/ SDP Ref
	The LAB approved the Feedback Policy.  Q: What is being done about parental requests for more feedback to parents?  A: We have spoken about parental expectations. We will be communicating to parents on this. The Senior Leadership Team has discussed parental concerns: the door is always open for parents to ask about their child's successes and development needs or request a meeting by email; there should be no surprises; if we are not sure that a pupil is at the expected level, we will need to decide now what is needed; we are trying to act on any parental concerns raised at the family consultations.		
4.	Environmental Sustainability This item was deferred. ACTION: JB to report to a future meeting.		KSO 1, 2, 3 JB
5.	<ul> <li>School Development Plan (SDP), Monitoring and Consultation</li> <li>a. SDP focus areas and monitoring arrangements AL identified key staff contacts for LAB members and BH agreed to issue to LAB members a revised list of responsibility areas with staff contacts. It was agreed that LAB members with responsibility areas should aim to arrange a visit with their key contacts once a term and report back to the LAB. See also Minute 4b.</li> <li>ACTION: BH to issue updated list of LAB member focus areas and staff contacts. LAB members to arrange autumn term visits.</li> <li>b. Reports from LAB Members on focus areas The LAB received reports from LAB members for summer term visits: SEND visit 8/6/22 TE Music visit 15/7/22 AH </li> <li>c. Annual Plan of work for the LAB for 2022/23 The LAB received the proposed annual plan of work for the LAB. The plan was agreed, subject to discussion of any comments received from LAB members and the plan being reviewed term by term. ACTION: LAB members to address any comments to JB or BH.</li> </ul>	<ul> <li>School         Development         Plan</li> <li>Report from TE         for SEND visit on         8/6/22</li> <li>Report from AH         for music visit on         15/7/22</li> <li>LAB membership         showing 2022/23         focus areas</li> <li>Annual plan of         work for the LAB</li> </ul>	KSO 1, 2, 3  BH, All non-staff LAB members
6.	<ul> <li>Safeguarding</li> <li>a. Safeguarding Audit AL reported that Chris Sanderson had carried out a full day safeguarding audit and agreed to send LAB members a copy of the report.</li> <li>ACTION: AL to make safeguarding audit report available for LAB members</li> </ul>		KSO 1, 2, 3



	ltem	Papers	Action/ SDP Ref
	<ul> <li>b. Training for LAB Members AL reported that the DfE 2022 Keeping children Safe in Education statutory guidance recommended more specific safeguarding training. For LAB members this would involve: <ol> <li>Online basic awareness safeguarding training relevant to the role of governors (available through AfC)</li> <li>'Prevent' training</li> <li>Deer Park specific safeguarding training</li> </ol> </li> <li>BH agreed to send booking information for the basic awareness and Prevent training and all LAB members were asked to submit certificates of attendance when they had completed these. AL agreed that when this training had been completed, he would organise a Zoom session for the Deer Park specific training.</li> <li>ACTION: BH to circulate booking information for online basic awareness safeguarding and Prevent training. All LAB members to complete the identified safeguarding training and submit certificate.</li> </ul>		BH, All
7.	Ofsted Preparedness AL stated that an Ofsted inspection could take place at any time between now and 2025. It was noted that:  • LAB members would be invited to talk to the inspectors  • The LAB was considered to be part of the Senior Leadership Team and if not judged to be good, then Leadership and Management could not be judged as good and therefore the school could not be given an Outstanding rating.  JB agreed to draft a sheet of key points about the school as a prompt to assist LAB members in preparing for Ofsted.  SA stated that she had attended the AfC training 'EIF (Education Inspection Framework): Introduction for governors' and recommended it to other LAB members. LAB members were also recommended to attend 'EIF: Questions demonstrating effective challenge'  ACTION: JB to prepare DPS LAB member prompt sheet. All to consider attending AfC training on the EIF.		KSO 1, 2, 3
8.	Training and Community  a. Report on Community Engagement AH stated that she had been in communication with AL and the Chair of the East Twickenham Traders' Association (ETTA): the traditional Christmas tree outside the chemist was to be replaced by lights on the tree outside Deer Park School; Father Christmas would be in attendance for photos with Deer Park children; and Deer Park children would sing outside the school. AH thanked AL for letting the children sing and stated		KSO 2, 3



	ltem	Papers	Action/ SDP Ref
	that the ETTA would pay the school for the electricity used. It was noted that some parents had been on a tour of the school. <b>b.</b> Reports from Completed Training Training attended by LAB members was noted:  SA EIF: Introduction for Governors  See also Minute 7.  TE EIF: British Values SMSC Development  4/7/22  SA thanked the school for the available training and queried who was responsible for the school website. AL stated that the school was working with a parent to develop the school website and had started to add more useful features and that the website would be updated.  C. Training Needs The LAB noted that safeguarding training should be the priority for the autumn term. See also Minutes 6 and 7.  d. Newsletter content JB agreed to send AL draft content for the next issue of the school newsletter.  ACTION: JB to draft content for the next school newsletter	Report from TE on EIF: British values SMSC Development briefing on 4/7/22	KSO 1, 2, 3
9.	<ul> <li>Concluding Business</li> <li>c. Impact Statement The LAB identified areas where actions and decisions would have an impact on teaching and learning: <ul> <li>Providing challenge through questioning of reports</li> <li>AL thanked LAB members who had sent challenge questions and asked everyone to continue to send challenges, and to include all LAB members in the circulation.</li> </ul> </li> <li>ACTION: LAB members to send challenge questions in response to future reports circulated by the headteacher and to include LAB members and the clerk in the circulation</li> <li>d. Confidentiality See Minute 3a (Headteacher's Report)</li> <li>e. Future meetings The LAB agreed that meetings previously arranged for Tuesdays should be moved to Wednesdays by moving forward one day: <ul> <li>Wednesday 11 January 2023 at 6 p.m.</li> <li>Wednesday 5 July 2023 at 6 p.m.</li> <li>Wednesday 4 July 2023.</li> <li>The LAB noted that Key Stage 2 National Curriculum results were due on Tuesday 4 July 2023.</li> <li>The LAB noted that the tree lighting ceremony would take place on Friday 25 November 2022.</li> </ul> </li> <li>ACTION: All to note future meeting dates</li> </ul>		KSO 1, 2, 3



The meeting ended at 7.40 p.m.	
·	Chair:
	Date: