



	Item	Papers	Action/ SDP Ref
	<p>circulated ahead of the meeting had not been collated, but would be included in the minutes.</p> <p><b>ACTION: JB to review documentation on Environmental Sustainability for consideration at future meeting</b></p> <p><b>d. Declarations of Interest</b></p> <p>i. LAB members and the headteacher returned their completed annual declaration of interest form or agreed to complete it after the meeting.</p> <p>ii. There were no declarations of interest for items on the agenda.</p> <p><b>ACTION: All LAB members to complete and return annual declarations of interest.</b></p> <p><b>e. LAB Code of Conduct</b> All LAB members signed their acceptance of the code of conduct.</p> <p><b>f. Report of the Clerk</b> The report of the clerk was <b>received</b>. The clerk reminded LAB members that they could have their <b>photos</b> taken <b>for the school website</b> by the school photographer on the morning of Thursday 13 October 2022.</p> <p>The clerk drew attention to <b>GovernorHub</b>, an online service that was being considered to replace the LAB portal ahead of the next meeting of the LAB.</p> <p><b>g. Minutes of last meeting</b> The minutes of the meeting held on 5/7/22, including a confidential minute were <b>confirmed</b> and <b>signed</b>.</p>	<ul style="list-style-type: none"> <li>• Declarations of interest form and guidance</li> <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>	<p><b>JB</b></p> <p><b>All</b></p>
<p><b>2.</b></p>	<p><b>Update from Bellevue Place Education Trust (BPET)</b> LAB members received an update from BPET (see Report of the Clerk) and the BPET 3-year Strategic Plan for 2022-25.</p> <p>AL gave a further update on BPET’s plans for expansion.</p> <p><b>Q: Will the increase in the number of schools within the Trust benefit Deer Park?</b></p> <p><b>A:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Report of the Clerk</li> <li>• BPET 3-year Strategic Plan 2022-25</li> </ul>	<p><b>KSO 1, 2, 3</b></p>
<p><b>3.</b></p>	<p><b>Progress and Policy Review</b> 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.</p>	<ul style="list-style-type: none"> <li>• Headteacher’s</li> </ul>	



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	<ul style="list-style-type: none"> <li>• <i>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’.</i></li> <li>• <i>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.</i></li> <li>• <i>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.</i></li> </ul> <p><b>LAB Member Challenge (NB)</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>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 opportunities?</p> </div> <ul style="list-style-type: none"> <li>• <i>Children with EHCPs and SEND have exactly the same access to clubs as other children. 1-2-1 support is provided where necessary.</i></li> <li>• <i>‘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).</i></li> </ul> <p>In answer to questioning from LAB members, AL explained that children with an EHCP (Education, Health and Care Plan) should receive between 10 and 32½ hours of support a week and one-to-one support if needed, and that children with a SCIP (Social Communication Intensive Package) should receive up to 10 hours of support a week.</p> <p><b>LAB Member Challenge (NB x 2)</b></p> <p>See confidential minutes.</p> <p><b>LAB Member Challenge (SA)</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Section 5- Behaviours and Attitudes.</b> 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</p> </div>		<p>KSO 2</p> <p>KSO 1</p> <p>KSO 2</p>

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	<p>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.</p> <ul style="list-style-type: none"> <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> <li>Assemblies directly on discrimination and anti-racism, including how to report it (inc cyberbullying).</li> <li>PSHE curriculum, RE curriculum, computing curriculum</li> <li>Time to talk facility, zones of regulation check ins</li> <li>Agents of change, pupil voice at end of each term (anonymised)</li> </ul> <p><b>Q: Do you think zero racist incidents are happening?</b></p> <p><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.</p> <p><b>Q: How is dramatherapy used?</b></p> <p><b>A:</b> 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 1½ 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.</p> <p><b>Q: Would I be able to talk to anyone who is doing dramatherapy?</b></p> <p><b>A:</b> You cannot attend the sessions, but can ask staff members about it. The whole staff team is involved.</p> <p><b>LAB Member Challenge (TE)</b></p> <p>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!)</p> <ul style="list-style-type: none"> <li>Yes, they're mistakes. Apologies.</li> </ul> <p><b>ACTION: AL to update date references in headteacher's report to</b></p>		AL



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	<p>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?</p> <ul style="list-style-type: none"> <li><i>The quality of teacher, of their instruction practice, safeguarding and attitude to education, is the most important aspect here.</i></li> <li><i>We for evident reasons do not and would not recruit based on ethnicity or profile-fit.</i></li> <li><i>We don't keep stats on the ethnicity/gender make-up of our staff, because we wouldn't use that data to inform recruitment.</i></li> </ul> <p><b>LAB Member Challenge (SA)</b></p> <p>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.</p> <ul style="list-style-type: none"> <li><i>Our platform is TES, which is the most widely used education job platform nationwide, and has a significant international presence.</i></li> </ul> <p><b>LAB Member Challenge (SA)</b></p> <p>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?)</p> <ul style="list-style-type: none"> <li><i>Quality of planning allows cover teachers (who are high quality, and frequently our leadership team) can teach classes well and consistently.</i></li> <li><i>Training two HLTAs over the course of this year. One TA in teaching training, another starting in Sept.</i></li> <li><i>No protocols for isolation: whenever symptoms cease – in line with PHE advice.</i></li> </ul>		KSO 3

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	<p><b>LAB Member Challenge (TE)</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>BPET's 3-year strategy:</b> 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.</p> </div> <ul style="list-style-type: none"> <li>• <i>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.</i></li> </ul> <p><b>Q: Are you using Century Maths?</b></p> <p><b>A:</b> This is an adaptive program. It is used as a fluency tool.</p> <p><b>Q: The No. 1 question among parents is about homework – why is homework so light.</b></p> <p><b>A:</b> The email guidance document sent to parents explains the school's policy on homework. We will resend this and provide a link to where this is on the school website.</p> <p><b>LAB Member Challenge (NB)</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Please can you provide a brief explanation of why you decided on these as key objectives. Are they areas that were highlighted in the SEF, staff/parent surveys, OFSTED etc? Have staff/OHM fed into the development plan (I note that the third objective, in particular, requires input from OHM for it to be achieved).</p> </div> <ul style="list-style-type: none"> <li>• <i>Areas we raised from our evaluation of the school at the end of the previous year, combined with monitoring reports from the SIP and BPET.</i></li> <li>• <i>All staff fed into the SDP: a series of meetings and collaboration sessions were held to give all a voice in creating our objectives.</i></li> </ul>		<p><b>KSO 1</b></p>



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	<p><b>LAB Member Challenge (NB)</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>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.</p> </div> <p>- Yes I can.</p> <p><b>Q: Where were we at the end of 2021/22 in terms of meeting SDP targets?</b></p> <p><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.</p> <p>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.</p> <p><b>ACTION: AL to summarise SDP update for each meeting in the Headteacher's Report.</b></p> <p>c. Data Dashboard</p> <p><b>LAB Member Challenge (SA)</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>We have less of a % Expected or above in KS1 compared to the % achieving Expected or above in EYFS, PSC and KS2 is...is this because of the transition from EYFS to KS1 for children in general and the learning curve they experience? Do we normally see this year on year or is 2021-2022 unusual because of the Covid impact?</p> </div> <p><i>The difference between these two sets of data is because they're not directly comparable. The EYFS assessments for GLD (good level of development) are from the <a href="#">seven areas of learning</a> in early years, whereas the KS1 assessments are reading, writing and maths specific.</i></p> <p><b>LAB Member Challenge (NB)</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Whilst higher than other schools, the percentage score for writing is lower than the scores for reading and maths at both KS1 and KS2. Please can you remind me what Deer Park is doing to improve writing skills across both key stages; how you are monitoring improvement; and whether you are seeing the results (or, if it takes longer for improvements to take effect, when you anticipate seeing this).</p> </div>	<ul style="list-style-type: none"> <li>AfC National Curriculum 2021/22 data dashboard</li> </ul>	<p>AL</p> <p>KSO 1</p> <p>KSO 1</p>

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	<p><i>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.</i></p> <p><b>Q: What rewards do staff get for running after-school clubs?</b>  <b>A:</b> From the spring term 2023 they will get half a day off.  In answer to a question, AL explained how 'zones of regulation' check-ins are used for children to signal their feelings and how staff respond to the check-ins.</p> <p><b>Q: How do zones of regulation work with Key Stage 1 pupils?</b>  <b>A:</b> 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.</p> <p><b>Q: How does it work with the 'calm' zone?</b>  <b>A:</b> 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. While in the calm zone, pupils can have a quiet conversation with the 'Time to Talk' staff member or the Deputy SENDCo (Special Educational Needs Co-ordinator).</p> <p><b>d. Policies for Approval – Feedback Policy</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Draft Feedback Policy for 2022/23</li> </ul>	<p>KSO 2, 3</p> <p>KSO 1, 2, 3</p>

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	<p>The LAB <b>approved</b> the Feedback Policy.</p> <p><b>Q: What is being done about parental requests for more feedback to parents?</b></p> <p><b>A:</b> 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.</p>								
4.	<p><b>Environmental Sustainability</b></p> <p>This item was deferred.</p> <p><b>ACTION: JB to report to a future meeting.</b></p>		<p><b>KSO 1, 2, 3</b></p> <p><b>JB</b></p>						
5.	<p><b>School Development Plan (SDP), Monitoring and Consultation</b></p> <p><b>a. SDP focus areas and monitoring arrangements</b> AL identified key staff contacts for LAB members and BH <b>agreed</b> to issue to LAB members a revised list of responsibility areas with staff contacts. It was <b>agreed</b> 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.</p> <p><b>ACTION: BH to issue updated list of LAB member focus areas and staff contacts. LAB members to arrange autumn term visits.</b></p> <p><b>b. Reports from LAB Members on focus areas</b> The LAB received reports from LAB members for summer term visits:</p> <table border="0"> <tr> <td>SEND visit</td> <td>8/6/22</td> <td>TE</td> </tr> <tr> <td>Music visit</td> <td>15/7/22</td> <td>AH</td> </tr> </table> <p><b>c. Annual Plan of work for the LAB for 2022/23</b> The LAB received the proposed annual plan of work for the LAB. The plan was <b>agreed</b>, subject to discussion of any comments received from LAB members and the plan being reviewed term by term.</p> <p><b>ACTION: LAB members to address any comments to JB or BH.</b></p>	SEND visit	8/6/22	TE	Music visit	15/7/22	AH	<ul style="list-style-type: none"> <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>	<p><b>KSO 1, 2, 3</b></p> <p><b>BH, All non-staff LAB members</b></p> <p><b>All</b></p>
SEND visit	8/6/22	TE							
Music visit	15/7/22	AH							
6.	<p><b>Safeguarding</b></p> <p><b>a. Safeguarding Audit</b> AL reported that Chris Sanderson had carried out a full day safeguarding audit and <b>agreed</b> to send LAB members a copy of the report.</p> <p><b>ACTION: AL to make safeguarding audit report available for LAB members</b></p>		<p><b>KSO 1, 2, 3</b></p> <p><b>AL</b></p>						



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	<p>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.</p> <p><b>b. Reports from Completed Training</b> Training attended by LAB members was noted:</p> <p><b>SA</b> EIF: Introduction for Governors 12/9/22 See also Minute 7.</p> <p><b>TE</b> EIF: British Values SMSC Development 4/7/22 SA thanked the school for the available training and queried who was responsible for the <b>school website</b>. 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.</p> <p><b>c. Training Needs</b> The LAB noted that safeguarding training should be the priority for the autumn term. See also Minutes 6 and 7.</p> <p><b>d. Newsletter content</b> JB agreed to send AL draft content for the next issue of the school newsletter.</p> <p><b>ACTION: JB to draft content for the next school newsletter</b></p>	<p>Report from TE on EIF: British values SMSC Development briefing on 4/7/22</p>	<p><b>KSO 1, 2, 3</b></p> <p><b>JB</b></p>
9.	<p><b>Concluding Business</b></p> <p><b>c. Impact Statement</b> The LAB identified areas where actions and decisions would have an impact on teaching and learning:</p> <ul style="list-style-type: none"> <li>• Providing challenge through questioning of reports</li> </ul> <p>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.</p> <p><b>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</b></p> <p><b>d. Confidentiality</b> See Minute 3a (Headteacher's Report)</p> <p><b>e. Future meetings</b> The LAB agreed that meetings previously arranged for Tuesdays should be moved to Wednesdays by moving forward one day:</p> <ul style="list-style-type: none"> <li>• <b>Wednesday 11 January 2023 at 6 p.m.</b></li> <li>• <b>Wednesday 3 May 2023 at 6 p.m.</b></li> <li>• <b>Wednesday 5 July 2023 at 6 p.m.</b></li> </ul> <p>It was noted that Key Stage 2 National Curriculum results were due on Tuesday 4 July 2023.</p> <p>The LAB noted that the <b>tree lighting ceremony</b> would take place on <b>Friday 25 November 2022</b>.</p> <p><b>ACTION: All to note future meeting dates</b></p>		<p><b>KSO 1, 2, 3</b></p> <p><b>All</b></p>

The meeting ended at 7.40 p.m.

Chair: .....

Date: .....