



**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)  
Wednesday 3 May 2023 at 6 p.m. at the school**

<b>Present:</b>	<b>Parent Advisers</b> <b>Community Advisers</b> <b>Staff Adviser</b>	James Boyle ( <b>Chair</b> ), Simrith Arora, Triin Edovald, Isabel Pollen David Phillips Victoria Coward
<b>Also attended:</b>		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.*

	Item	Papers	Action/ SDP Ref
<b>1.</b>	<p><b>Business</b></p> <p><b>a. Apologies and Chair for the Meeting</b> As JB had given apologies for lateness or non-attendance, IP volunteered to take the chair. Apologies were received from Patrick Anim., Nicola Beharrell and Ann Hines.</p> <p><b>b. Future Chairing Arrangements</b> See Minute 4.</p> <p><b>c. Declarations of Interest</b> There were no declarations of interest for items on the agenda.</p> <p><b>d. Report of the Clerk</b> The report of the clerk was <b>received</b>, including details of future AfC training events and notes of the LAB Ofsted training with Marie Newman on 8/3/23.</p> <p><b>Arising from the report</b>, the LAB agreed that another session should be organised with Marie Newman, School Improvement Partner (SIP), to explore questions that the LAB might be asked by <b>Ofsted</b> inspectors. See also Minute 8.</p> <p><b>e. Minutes of last meeting</b> The minutes of the meeting held on 11/1/23, including a confidential minute were <b>confirmed</b>. See also Minute 10d.</p>	<ul style="list-style-type: none"> <li>• Current membership</li>   <li>• Report of the Clerk</li>   <li>• Draft Minutes – 11/1/23</li> <li>• Draft confidential minutes – 11/1/23</li> </ul>	<b>KSO 1, 2, 3</b>

	Item	Papers	Action/ SDP Ref
2.	<p><b>Update from Bellevue Place Education Trust (BPET)</b> AL reported that:</p> <ul style="list-style-type: none"> <li>• BPET had plans to increase the number of schools within the Trust from 10 to 24 by adding established schools.</li> <li>• Alison Colenso had been appointed as Interim Director of Education for BPET for the academic year 2023/24 while Laura Gregory was on sabbatical, starting on 9/6/23.</li> <li>• A new trustee had been appointed to the BPET Board of Trustees – Sandeep Jain.</li> <li>• Sharing of good practice by schools within BPET had moved from a collaboration model to showcase days. A showcase day focussing on Art and Design had taken place at Deer Park earlier in the day. Staff visiting from other schools had talked to the pupils and watched lessons. The event was not especially useful for the lead teacher, but provided an opportunity to practice presentation.</li> </ul> <p><b>Q: Why the change to showcasing? How does it work?</b>  <b>A:</b> On a showcase day one school demonstrates good practice in a particular subject. In the past teachers visited other schools within BPET in twilight sessions but, because of the distances between schools, events had gone online and people tended not to attend. With showcase days teachers can be booked out of school for the whole day.  See also Minute 4 (paragraph 5).</p>		<p><b>KSO 1, 2, 3</b></p> <p><b>KSO 1</b></p>
3.	<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.</p> <p><b>a. Feedback from BPET Learning Review</b> AL reported on the BPET Learning Review carried out at the school on two days in the first week of the summer term:</p> <ul style="list-style-type: none"> <li>• The formal report was awaited and would be shared with the LAB when available.</li> <li>• Good feedback had been received.</li> <li>• The reviewer was an executive headteacher at two independent schools.</li> <li>• The review considered whether the school was meeting expected outcomes and staff pedagogical practices.</li> <li>• The review found that ‘cultural capital’ was good; the school’s vision was clear; and the school was ambitious in all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Collation of email consultations and communications, including LAB member challenges (post meeting)</li> <li>• School terms and holidays 2023/24</li> </ul>	<p><b>KSO 1, 2, 3</b></p> <p><b>KSO 1</b> <b>KSO 2</b></p>

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	<ul style="list-style-type: none"> <li>The school needed to work on consistency throughout the school, for example, use of the 'no hands up' method.</li> </ul> <p>AL explained that pedagogy was the science by which learning takes place.</p> <p><b>Q: Do we have a formal pedagogical model?</b></p> <p><b>A:</b> Yes. Our way is 'explicit instruction'.</p> <p style="text-align: center;"><i>JB arrived at this point.</i></p> <p><b>Q: Why did BPET ask a reviewer from the private sector?</b></p> <p><b>A:</b> There was no particular reason for this decision. It is a question of availability.</p> <p>AL explained that if leadership and management were RAG-rated yellow or red by the BPET Director of Education, there would be a Leadership Review in the summer term.</p> <p><b>ACTION: AL to share BPET Learning Review Report with LAB at next meeting.</b></p> <p><b>b. School Improvement Partner (SIP) Visit Report</b></p> <p><b>LAB Member Challenge (NB)</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Re targets, a number of the school's targets for 2023 are lower than achieved in 2022 (e.g. KS1 maths and across the board in KS2). Please can you explain why 2023 targets are lower than the results obtained in 2022 and what steps the school is taking to support those children who aren't currently anticipated to achieve the 'expected' level.</b></p> </div> <ul style="list-style-type: none"> <li><i>Targets are set based on progress data which is idiosyncratic to the cohort of children in each year group. Targets and predictions thus fluctuate year on year, depending on the trajectory and nature of the cohort in each year group: it is not an ever-increasing year on year trend. Current projections are significantly above both borough and national averages for last year.</i></li> <li><i>Support to achieve the expected level within school is significant, including in these two year groups. Quality first teaching incorporates access arrangements and scaffolding based on need, for each lesson over the course of the school day. After school tuition groups target children in specific subjects who are identified as priorities during pupil progress meetings. Y6 tuition groups before and after school have been run over the course of the year. This is of course in addition to the interventions and significant targeted support during the school day.</i></li> </ul> <p><b>Q: Are all after-school clubs run by staff on a voluntary basis?</b></p> <p><b>A:</b> Teaching assistants employed to cover PPA (Planning, Preparation and Assessment) time are given time to run after-school clubs.</p>	<ul style="list-style-type: none"> <li>Report from AfC School Improvement Partner (SIP), Marie Newman, for visit on 8/3/23</li> </ul>	<p><b>KSO 1</b></p> <p><b>AL</b></p> <p><b>KSO 1, 2, 3</b></p> <p><b>KSO 3</b></p>



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	<ul style="list-style-type: none"> <li>Additional staff employed by the school (LL and NR) supporting transition; administrative support being considered to release OH from second half of office duty.</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>OH now monitoring OHM staff 3:30 – 4:10. Club provision brought into evaluation and moderation cycle.</li> </ul> <p><b>LAB Member Challenge (SA)</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>From SIP report- Key Priority 1 questions for Governors to consider- “How does the curriculum promote equality and inclusion?”</b></p> <ul style="list-style-type: none"> <li>i. I would like to ask about equality and inclusion in the curriculum and how you feel this works well at the school and where/how it can be improved?</li> <li>ii. I’d like to ask specifically about gender equality in the context of how this is taught to children at school, specifically young male children. Males from the age of 8-18 (perhaps earlier even?) are at an impressionable age where it comes to gender biases and the opinions they form about the world and where women fit into this. How are we engaging young males about the idea that women have equal rights, responsibilities, and opportunities as males in the world? Are there workshops aimed at young boys so they can discuss their views openly, they can receive the appropriate guidance on topics such as workplace harassment, sexism, abuse against females etc and views that are of a skewed nature can be targeted appropriately? These are the boys that will grow into men in the adult and working world and carry views that have been instilled in them at a young age, so as a school are we doing our part to engage the young boys of the school into becoming men who will consider gender equality to be a serious issue?</li> </ul> </div> <p><b>i Equality and Inclusion in the curriculum</b></p> <ul style="list-style-type: none"> <li>Curricular maps are carefully designed and reviewed to ensure broad and accurate coverage of the full spectrum of human experience; from artists studied, to locations selected in Geography, scientists taught, historical eras investigated, reading texts mapped across the school, to writing stimuli and faith learning, to the selection of books in our classrooms and libraries. Our external evaluation has consistently pointed to this being a</li> </ul>		KSO 1, 2

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	<p><i>robustly reviewed and thoughtfully created provision for our children, and the attitudes and perspectives of our children at Deer Park support the curricula outcomes of equal and inclusive learning.</i></p> <ul style="list-style-type: none"> <li><i>Improvement: depth expressive knowledge in music, to support the technical and constructive knowledge being learned. Opportunities for meaningful language immersion and oratory.</i></li> </ul> <p><b>ii Teaching about gender equality</b></p> <p><i>Equality is a consistent theme that threads through our school work, including the curriculum as above. It is academic and pastoral: while it is taught within our curricular approach and content, our management of extra-curriculars (girls' football pathways, equal opportunities for leadership)</i></p> <p><i>Some of the topics: workplace harassment, abuse, aren't age appropriate. Sexism however is covered, as are a variety of forms of intolerance.</i></p> <p><i>Workshops: no. Our day to day pastoral work is more important in breaking down gender stereotypes; as is our visiting speaker programme from a variety of backgrounds, as is our visits from female athletes/financial experts/entrepreneurs/scientists. Greater prevalence of dads in bake sales and events. Mums football, men in netball.</i></p> <p><i>Our pupil voice, safeguarding data, and pastoral monitoring doesn't indicate – in any way – any prevalence of anti-equality sentiment or otherwise. Any instances of carelessly inappropriate or insensitive remarks are dealt with swiftly and with education.</i></p> <p><b>Q: On being asked by AL whether she had noticed anything specifically, SA stated that she had not, but that the question had come as a result of the safeguarding training she had attended and the question suggested by the SIP. Should boys and girls be taught equally and are we providing good role models at an early age? Are we doing what we can as a school?</b></p> <p><b>A:</b> By way of example, when teaching 'consent', girls need to understand when to say 'No'; boys when certain behaviours would be inappropriate. We have new material and will build this up to Year 6. We need to write the lessons.</p> <p><b>Q: Are we considering the long-term effects of how gender equality is taught in school and the impact on men's mental health?</b></p> <p><b>A:</b> This is certainly something we will consider. The boys in the school seem to be emotionally literate.</p>		KSO 1, 2

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	<p><b>c. Policies for Approval – Anti-racism Policy</b></p> <p><b>LAB Member Challenge (SA)</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>The Anti racism policy looks great. Please may I ask what is the school’s plan on communicating this to pupil and parent community? Will there be an email to parents or some kind of parent workshop to talk them through it and to answer parent questions? How is the school planning on engaging parents – who are key influencers to their children – the importance of this policy? More importantly, is the school planning to engage parents who may not have an interest in this policy at all?</p> </div> <ul style="list-style-type: none"> <li><i>We are hoping that parents will ask the question: ‘Why do we need this?’. There will be an initial email and a workshop about why we need a policy. It will be covered at the ‘new parents’ induction evening as it is nice for parents to know what kind of a school we are and it will be linked to the curriculum map. It will reach less engaged families through the children.</i></li> </ul> <p><b>Q: Are there many less engaged families?</b></p> <p><b>A:</b> Attendance at workshops by families of children with SEND (Special Educational Needs and Disability) is good.</p> <p><b>LAB Member Challenge (SA)</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Last term it was fed back to us that Equaliteach delivered some anti-racism training- it was good, but perhaps pitched at a lower level to staff than the school would have liked. Was this feedback given to Equaliteach, what is the plan now for further anti-racism training for staff, are there further improvements that could be made with this training?</p> </div> <ul style="list-style-type: none"> <li><i>The training was valuable for new staff. There is no whole school feedback. For two thirds of the staff, the training was not helpful. Next year we will do fundamental training in-house. We will let Afc do more in-depth training if they can. For Year 1 we can cover the legal aspects, but link this to the curriculum.</i></li> </ul> <p>The LAB <b>approved</b> the Anti-racism Policy.</p> <p><b>d. Headteacher’s Report and RAG-rated SDP</b></p> <p><b>LAB Member Challenge (SA)</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>As we are in the summer term, we approach summer holidays and the summer holiday gap/summer learning loss (I think this is the term?) has been mentioned in brief previously. Is this just an expected and inevitable situation? Can the school try anything different this year to mitigate the impact of this? Could parents be engaged more or in a different manner in understanding the</p> </div>	<ul style="list-style-type: none"> <li>2023 Anti-racism Policy</li> <li>Headteacher’s Report (includes confidential information)</li> </ul>	<p>KSO 1, 2, 3</p>



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	<p><b>importance of reading/other work over summer?</b></p> <ul style="list-style-type: none"> <li><i>We email families about the Richmond borough summer holiday library challenges and a few take up this opportunity. We try to encourage children to read during term time and want them to have experiences. We use tuition and pre-teach to remedy any learning loss over the summer. Parents can help by being seen to be reading by their children. We will keep looking for solutions.</i></li> </ul>		
4.	<p><b>Future Chairing Arrangements and Membership of the Governing Body</b> JB reported that TE had volunteered to be the future chair and had met with Mark Greatrex, BPET Chief Executive Officer. Mark was keen for TE to take over as chair of the LAB and the proposal would be put to the next meeting of the BPET Board, to be held on 9/5/23. The LAB endorsed TE’s nomination.</p> <p>TE stated that Mark had raised the question of appointing a new member in place of JB, suggesting that the LAB was parent-heavy and that it might wish to consider appointing a member from an independent school. It was noted that JB had a number of responsibilities that might need to be taken on by other LAB members (PPG, safeguarding, Sport provision, PE) and that this should be taken into account when appointing a new member.</p> <p><b>It was agreed that there should be an item on the agenda for the next meeting providing an opportunity to review the LAB structure, skills and areas of responsibility. LAB members were asked to give feedback to JB before the meeting if they wished to make any suggestions or comment on the existing structure.</b></p> <p><b>As the Year 6 end-of-year play performance was scheduled to start at 7 p.m. on 12/7/23, it was suggested that the LAB meeting should begin at 5 p.m.</b></p> <p>JB reported that the next meeting of LAB chairs with BPET had been cancelled.</p> <p>AL stated that he would send his report for the next meeting a week in advance for LAB members to submit challenge questions and that the Key Stage 2 National Curriculum test results would be made available on the day before the meeting.</p> <p><b>ACTION: JB to report back to LAB members on future chairing arrangements. JB, TE and AL to consider arrangements for appointment of new LAB member. All to note proposed date and time for next LAB meeting – Wednesday 12 July 2023 at 5 p.m. LAB to review LAB structure, skills and areas of responsibility at next meeting.</b></p>		<p><b>KSO 1, 2, 3</b></p> <p><b>JB, TE, AL, All</b></p>



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5.	<p><b>Environmental Sustainability</b> As JB had not met with the lead teachers, this item was deferred to the next meeting.</p> <p><b>ACTION: JB to further review NGA materials on sustainability and climate change, arrange to discuss the findings with the lead teachers for science and geography and report back to the next meeting.</b></p>		<p><b>KSO 1, 2, 3</b></p> <p><b>JB</b></p>																		
6.	<p><b>School Development Plan (SDP), Monitoring and Consultation</b></p> <p><b>a. Reports from LAB Members on focus areas</b> The LAB received reports from LAB members for focus area visits:</p> <table border="0"> <tr> <td>Science and Transition</td> <td>17/11/22</td> <td>DP</td> </tr> <tr> <td>Finance</td> <td>23/3/23</td> <td>NB</td> </tr> <tr> <td>Science</td> <td>23/3/23</td> <td>NB</td> </tr> <tr> <td>SEND</td> <td>24/3/23</td> <td>TE</td> </tr> <tr> <td>Music</td> <td>27/3/23</td> <td>AH</td> </tr> <tr> <td>Phonics and Early Years Reading</td> <td>27/4/23</td> <td>SA</td> </tr> </table> <p>JB stated that he would submit reports for visits to review <b>safeguarding, pupil premium</b> and <b>sport premium</b>. JB reported that on the safeguarding visit, AL had worked through a given scenario setting out the action that would be taken: JB was confident that the action was well set out.</p> <p><b>ACTION: JB to present visit reports on safeguarding, pupil premium and sport provision to next meeting.</b></p> <p><b>b. Annual Plan of work for the LAB for 2022/23</b> The LAB reviewed progress against the annual plan of work.</p>	Science and Transition	17/11/22	DP	Finance	23/3/23	NB	Science	23/3/23	NB	SEND	24/3/23	TE	Music	27/3/23	AH	Phonics and Early Years Reading	27/4/23	SA	<ul style="list-style-type: none"> <li>• Report from DP on Science and Transition visit on 17/11/22</li> <li>• Reports from NB for Finance and Science visits on 23/3/23</li> <li>• Report from TE for SEND visit on 24/3/23</li> <li>• Report from AH for music visit on 27/3/23</li> <li>• Report from SA on Phonics and Early Years Reading visit on 27/4/23</li> <li>• LAB membership showing 2022/23 focus areas</li> <li>• 2022/23 Annual plan of work for the LAB</li> </ul>	<p><b>KSO 1, 2, 3</b></p> <p><b>JB</b></p>
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7.	<p><b>Safeguarding</b></p> <p><b>Q: Are volunteer parents still required to sign a statement relating to the school's safeguarding policy?</b></p> <p><b>A: Yes.</b></p> <p><b>Q: Parents sign the document without reading it – could we email it to parents on the day before they volunteer?</b></p> <p><b>A: We try to give time for volunteers to read the document downstairs. We then give a talk by the piano and do a role play. We</b></p>		<p><b>KSO 1, 2, 3</b></p>																		



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10.	<p><b>Concluding Business</b></p> <p><b>a. 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>Approval of Anti-racism Policy</li> </ul> <p><b>b. Thanks</b> JB thanked everyone for attending the meeting.</p> <p><b>c. Confidentiality</b> The LAB agreed that no confidential minutes were required.</p> <p><b>d. Minutes</b> The minutes of the meetings held on 11/10/22 and 11/1/23 were <b>signed</b> by the chair.</p> <p><b>e. Future meetings</b> The LAB <b>confirmed</b> the date of the next meeting (see Minute 4):</p> <ul style="list-style-type: none"> <li><b>Wednesday 12 July 2023 at 5 p.m.</b> (subject to LAB members' availability)</li> </ul> <p>AL stated that LAB members' presence at the first DPS parents' Diversity event would be appreciated.</p> <p><b>ACTION: All to note the change to the date and time of the next meeting.</b></p>		All

The meeting ended at 7.40 p.m.

Chair: .....

Date: .....