



**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 11 January 2023 at 6 p.m. at the school		
<b>Present:</b>	<b>Parent Advisers</b>	James Boyle ( <b>Chair</b> ) (attended via video), Simrith Arora, Nicola Beharrell, Triin Edovald, Isabel Pollen
	<b>Community Advisers</b>	Ann Hines, David Phillips
	<b>Staff Adviser</b>	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
1.	<p><b>Business</b></p> <p><b>a. Apologies</b> Apologies were received from Patrick Anim.</p> <p><b>b. Future Chairing Arrangements</b> JB reminded LAB members that he would be stepping down as chair at the end of the academic year and invited volunteers to take on the role. JB also called for volunteers for a vice-chair who would be willing to take the agenda at meetings if he had to attend remotely. NB volunteered to be vice-chair, but stated that she did not wish to take on the chairing role. <b>ACTION: LAB members interested in the chairing role to contact JB.</b></p> <p><b>c. Declarations of Interest</b> There were no declaration 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>. LAB members noted that the AfC governor training brochure had been updated since the report was written and that the latest version (v4) was available on <a href="#">GovernorHub</a>.</p> <p><b>e. Minutes of last meeting</b> The minutes of the meeting held on 11/10/22, including a confidential minute were <b>confirmed</b>. <b>ACTION: JB to sign approved minutes.</b></p>	<ul style="list-style-type: none"> <li>• Current membership</li>   <li>• Report of the Clerk</li> <li>• Draft Minutes – 11/10/22</li> <li>• Draft confidential minutes – 5/7/22</li> </ul>	<p><b>KSO 1, 2, 3</b></p> <p><b>Non-staff LAB members, JB</b></p> <p><b>JB</b></p>



	Item	Papers	Action/ SDP Ref
	<p><b>LAB Member Challenge (JB)</b></p> <p>On <b>attendance</b> (mentioned in the HT and SIP reports), there was a lot of sickness bugs going round in December. I assume this is the significant portion of the attendance drop.</p> <ul style="list-style-type: none"> <li><i>It is: caution on strep from the school, given the news. That and family holidays.</i></li> </ul> <p><b>Q: Are pupil absences mainly due to sickness and family holidays?</b></p> <p><b>A:</b> Yes. Attendance is steadily on the rise.</p> <p><b>Q: How often do you fine parents for persistent absence?</b></p> <p><b>A:</b> We don't fine parents. This is done by the local authority, through the education welfare officers. They decide when a fine should be imposed: it is not very frequent.</p> <p><b>b. SIP Visit Report</b></p> <p><b>LAB Member Challenge (TE)</b></p> <p>While the <b>CPD programme</b> for staff is extensive and rigorous, how do we know that it's making a difference? How is this demonstrated in practice?</p> <ul style="list-style-type: none"> <li><i>Through the evaluation and monitoring cycle. Priorities included in the CPD schedule are then added as part of the observations and book looks that determine standards of practice. These are little and often, and feedback is swift and direct: e.g. partner talk, or intervention training monitored by SEND team, or reading groups in Little Wandle.</i></li> </ul> <p><b>LAB Member Challenge (TE)</b></p> <p><b>Attendance and non-statutory school-aged pupils:</b> could you elaborate on this group and the reasons why it makes sense to generate an attendance estimate excluding those pupils.</p> <ul style="list-style-type: none"> <li><i>Most Reception children are not of statutory school age (5), and therefore are not liable to sanctions from the local authority for poor attendance. Since this is widely known by families, attendance figures excluding this group give a reasonable overview of school attendance practices and their effectiveness when not hampered by governmental guidelines.</i></li> </ul> <p><b>Q: Can you off-roll children once they reach the age of five?</b></p> <p><b>A:</b> A child of statutory school age has to be in school. A school can off-roll a pupil if they are not in school, but this may be difficult due to the measures in place to stop schools from abusing the system. Children have to start school in the term following their fifth birthday.</p>	<ul style="list-style-type: none"> <li>Report from AfC School Improvement Partner (SIP), Marie Newman, for visit on 16/11/22</li> </ul>	<p><b>KSO2</b></p> <p><b>KSO 1, 2, 3</b></p> <p><b>KSO 2</b></p>

	Item	Papers	Action/ SDP Ref
	<p><b>Q: Do Reception children have a lot of holidays?</b></p> <p>A: Yes. The proportion is high in Reception.</p> <p><b>LAB Member Challenge (TE)</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Handwriting</b> is getting a lot of SIP attention. One of the points for improvement is the use of effective modelling by support staff to scaffold learning and to continue to provide worked examples. What steps are we taking to address this? Is there any evidence of improvement?</p> </div> <ul style="list-style-type: none"> <li>Following the SIP report in the autumn, table-top whiteboards are used to model correct formation at tables. Monitoring of handwriting suggests continued improvement across the school, as the regular handwriting lessons begin to pay dividends for presentation and transcription. Support staff are now delivering handwriting interventions within the afternoon lessons rather than removing children for discrete interventions.</li> </ul> <p>AL added that the SIP is not seeing problems with the depth of writing.</p> <p><b>Q: The visit report for Phonics and Early Reading states that pupils in Year 1 might start to work at tables for handwriting. Is this happening?</b></p> <p>A: Not yet. The pupils are currently working on letter formation; they will then move to digraphs and joins. Whiteboards are used. Some work is done on paper, but not on a big scale. This is being done in Year 2 now as well.</p> <p><b>Q: Do all the left-handed pupils use whiteboards?</b></p> <p>A: Yes. They have left-handed pencils.</p> <p><b>Comment: It is difficult for a left-handed child to use a whiteboard because if they lean their hand on the whiteboard the ink is rubbed off.</b></p> <p>A: VC agreed to look into this issue and it was agreed that a clipboard and paper would be better than a whiteboard for left-handed pupils.</p> <p><b>ACTION: VC to review use of whiteboards by left-handed pupils.</b></p> <p><b>LAB Member Challenge (TE)</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Having introduced the new <b>behaviour policy</b>, what is the evidence that this has led to improvements in behaviour? Do we have any stats to support that? For example, behavioural incidents: has that number reduced? What positive behaviour has increased? Does the reward system like collecting house points demonstrate positive changes in pupil behaviour?</p> </div>		<p>KSO1</p> <p>VC</p> <p>KSO 2</p>

	Item	Papers	Action/ SDP Ref
	<ul style="list-style-type: none"> <li><i>There were 28 behavioural incidents in Autumn 1 and 15 in Autumn 2. There were 6 repeat incidents.</i></li> <li><i>The house point system is not especially reliable for monitoring pupil behaviour: collection is not split by class, year, group, etc.</i></li> </ul> <p><b>LAB Member Challenge (TE)</b></p> <div data-bbox="193 629 1007 770" style="border: 1px solid black; padding: 5px;"> <p>On <b>extra-curricular provision and uptake</b>: what patterns are we seeing? Are there any pupil groups that demonstrate lower levels of uptake? How about <b>PPG pupils</b>?</p> </div> <ul style="list-style-type: none"> <li><i>PPG pupils have a very strong uptake of extra-curricular provision (all in at least one club, and with funded music lessons), as do cultural capital pupils.</i></li> </ul> <p><b>LAB Member Challenge (NB)</b></p> <div data-bbox="193 949 1007 1128" style="border: 1px solid black; padding: 5px;"> <p>The SIP report notes considerable progress for <b>SEND students</b>, with strong value-added scores in KS2. Does DPS similarly monitor those students who regularly exceed targets so that we can see the progress that cohort is making?</p> </div> <ul style="list-style-type: none"> <li><i>Yes. Value-added works for all pupils: including higher prior attainers. Tracked through summative attainment three times a year.</i></li> </ul>		<p>KSO3</p> <p>KSO1, 2</p>

*Isabel Pollen arrived at this point.*

	<p><b>Q: If pupils working at greater depth are partnered with others how do they gain. How are both partners challenged?</b></p> <p><b>A:</b> It is a pedagogical choice. Partnertalk is used every two weeks in Key Stage 1 and every week in Key Stage 2. High prior attainers and rapid graspers develop the skill of explaining. A teacher or teaching assistant monitors and checks that pupils are listening to each other. Pupils are always moving to work with different partners. Staff will make sure that all pupils are talking – to build on or challenge. This is reassuring for pupils – they are getting development from themselves and from staff. We want to make sure that this is happening across the whole school.</p> <p><b>LAB Member Challenge (JB)</b></p> <div data-bbox="193 1809 1007 1944" style="border: 1px solid black; padding: 5px;"> <p><b>Deliver a broad and enriched curriculum</b> - What barriers for particular groups are you aware of and how do you ensure the school is helping pupils overcome these barriers?</p> </div> <ul style="list-style-type: none"> <li><i>Contextual vocabulary. Lack of exposure to culturally enriching experiences and the vocabulary acquisition that comes with it. Taught explicitly, modelled and used in each lesson, set as</i></li> </ul>		<p>KSO1</p>
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	Item	Papers	Action/ SDP Ref
	<p><i>homework....</i></p> <p><b>Q: Are pupils asked to put each homework vocabulary word into a sentence to check understanding?</b></p> <p><b>A:</b> No. That would be useful, but we would have to change the homework guidance.</p> <p><b>LAB Member Challenge (JB)</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Ensure strong pastoral, cultural and emotional development for all children</b> - How will members of the local advisory board evaluate the impact of the new behaviour policy? What data should we look at? Is behaviour an issue during EDP?</p> </div> <ul style="list-style-type: none"> <li>• <i>As above.</i></li> <li>• <i>Yes it is – EDP is now using the same system and reporting these incidents back to class teachers and phase leaders.</i></li> </ul> <p>AL added that JB had requested anonymised data</p> <p><b>LAB Member Challenge (JB)</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Developing the consistency and quality of the extra-curricular provision</b> - How does the local advisory board evaluate uptake to extra-curricular provision, including by those who are disadvantaged? Are there any financial implications to further developing the extra-curricular provision?</p> </div> <ul style="list-style-type: none"> <li>• <i>Sign-up data is available, and can be presented for different pupil groups and offer allocations. Financial implications for cultural capital pupils, but pragmatically achievable given the high rate of sign-ups.</i></li> </ul> <p><b>Q: What are SPARK credits used for?</b></p> <p><b>A:</b> SPARK credits are being used for subject leader training, LAB training for Ofsted, and phonics provision if needed for teachers and support staff.</p> <p><b>Q: Twilight ‘equality and diversity in practice’ training is to take place in the spring term. How is this going?</b></p> <p><b>A:</b> Staff attended a twilight session on 10/1/23 – the training was good, but pitched a little low for Deer Park staff.</p> <p><b>Q: Was this recognised?</b></p> <p><b>A:</b> To an extent. Feedback from the presenter was tailored to the needs of staff, but content was fixed. The fact that staff had completed previous training had not been noted. The training was good for new staff, but staff not new to the school were not taken on any further. We will have a new trainer for workshops for children, and for staff in</p>	<ul style="list-style-type: none"> <li>• Report on AfC SPARK take-up</li> </ul>	<p>KSO 2</p> <p>KSO 3</p>

	Item	Papers	Action/ SDP Ref
	<p>September that we think will take us on further.</p> <p><b>Q: What are the next steps for the Anti-racism Policy?</b></p> <p><b>A:</b> AL will be meeting with Mark Greatrex, BPET Chief Executive Officer, and Maxine Mallett, Headteacher at Rutherford House School, on 25/2/23 regarding the <b>Anti-racism Policy</b>. It is expected that the policy will be finalised soon and the school will receive support from the headteacher at Rutherford House.</p> <p><b>c. BPET Curriculum and Leadership Review on 9/11/22</b></p> <p><b>LAB Member Challenge (NB)</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>I note that the Curriculum and Leadership Review flags some missing information on the <b>school website</b>. Given the importance of the website as a marketing tool (for OFSTED, prospective parents etc), what plans are there for this to be updated?</p> </div> <ul style="list-style-type: none"> <li>• <i>Yes. Considerable work has been undertaken thus far: mostly on quality of education information.</i></li> <li>• <i>The website provider is changing for the Trust, so we are waiting to liaise with them for further work.</i></li> </ul> <p><b>Q: Will curriculum workshops be uploaded to the website?</b></p> <p><b>A:</b> We want the agreement of every family before uploading videos of the workshops to the website.</p> <p><b>LAB Member Challenge (NB)</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>What steps have/are being taken to address the <b>areas for development</b> in the Curriculum and Leadership review?</p> </div> <ul style="list-style-type: none"> <li>• <i>Clearer reading practices and curriculum design.</i></li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• <b>Continue to develop the new subject leaders so that they are as developed and as strong as the others</b> <i>In process.</i></li> <li>• <b>D and T is covered within 4 hours and 45 minutes a term. Is this enough? Does it ensure curriculum coverage?</b> <i>Yes Equivalent to other subjects. Small curriculum.</i></li> <li>• <b>All subject leaders to visit EYFS and observe and look for their subject within the room on walls, in resources and activities that are available. Then provide some Q and A time with the EYFS Lead.</b> <i>Happening this term. Timetabled.</i></li> <li>• <b>Trips? Amount, how planned out and complete this process as currently not complete in documentation shared.</b> <i>Trip</i></li> </ul> </div>	<ul style="list-style-type: none"> <li>• Report on BPET Curriculum and Leadership Review on 9/11/22</li> </ul>	<p><b>KSO 2</b></p> <p><b>KSO 1</b></p> <p><b>KSO 1</b></p>

	Item	Papers	Action/ SDP Ref			
	<p><i>overview created, but not seen by reviewers. Then listed in report.</i></p> <ul style="list-style-type: none"> <li>• Every subject area's curriculum overview was presented but there wasn't an overview for EYFS and the curriculum available here <i>There is now.</i></li> </ul> <p>See also confidential minutes.</p> <p><b>d. Policies for Approval</b> There were no policies for approval.</p>					
<p><b>4. Environmental Sustainability</b></p>	<p>JB reported that he had reviewed the DfE (Department for Education) materials on environmental sustainability and stated that:</p> <ul style="list-style-type: none"> <li>• The DfE's strategy on environmental sustainability was intended to raise the awareness of children to environmental issues and provide an opportunity for the UK to become a world leader in sustainability and climate change by 2030.</li> <li>• Two of the DfE's targets were to introduce changes to the curriculum from September 2023 to include sustainability and climate change and for all schools to have a teacher-in-charge of sustainability by 2025.</li> <li>• He would be reviewing the NGA (National Governors' Association) materials to see what help they could be to the school and would like to discuss his findings with the science lead teacher and report back to the next meeting.</li> </ul> <p>AL recommended that JB should also talk with the lead teacher for geography.</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>			
<p><b>5. School Development Plan (SDP), Monitoring and Consultation</b></p>	<p><b>a. Progress against targets in the SDP for 2022/23</b> The LAB received a RAG-rated SDP showing progress towards delivery, from 'red' being not yet started, amber being off the ground but not quite there, through to 'green' being 'in' and will be maintained.</p> <p><b>Q: Can you confirm that the actions identified in red are not targets you feel we will miss?</b></p> <p><b>A:</b> No. We are happy with progress so far.</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 data-bbox="239 1993 877 2038"> <tr> <td>SEND</td> <td>8/10/22</td> <td>TE</td> </tr> </table>	SEND	8/10/22	TE	<ul style="list-style-type: none"> <li>• RAG-rated 2022/23 SDP</li> <li>• Report from TE for SEND visit on 8/10/22</li> <li>• Reports from NB for Finance visit on 2/11/22 and Science visit on 3/11/22</li> <li>• Report from SA</li> </ul>	<p><b>KSO 1, 2, 3</b></p> <p><b>KSO 1, 2</b></p>
SEND	8/10/22	TE				



	Item	Papers	Action/ SDP Ref
	<p>Finance 2/11/22 NB</p> <p>Science 3/11/22 NB</p> <p>Phonics and Early Reading 17/11/22 SA</p> <p>Music 7/12/22 AH</p> <p>Art 5/1/23 IP</p> <p>JB reported on a meeting with AL in the previous week to review the progress of pupils attracting <b>Pupil Premium Grant (PPG)</b>:</p> <ul style="list-style-type: none"> <li>Progress was good, with pupils performing at least at the same level as their peers.</li> <li>On a walk around the school, pupils attracting PPG funding could not be identified.</li> </ul> <p>JB <b>agreed</b> to present a written report.</p> <p><b>ACTION: JB to present PPG visit report to next meeting.</b></p> <p>AH stated that she had enjoyed the musical evening in December, was amazed at the increase in the number of musical instruments available to pupils at the school made possible through funds raised on the evening, and was looking forward to seeing how <b>music</b> was further developed.</p> <p>AL commended LAB members on the steady improvement in the quality of visit reports, including challenging questions, and invited them to say if they had any areas of concern. A LAB member commented on the insightful quality of the visit, providing an eye-opener into the level of intangible work by staff.</p> <p><b>c. Annual Plan of work for the LAB for 2022/23</b> The LAB reviewed progress against the annual plan of work.</p> <p>NB and IP stated that they would attend AfC "Getting it Right as a Parent Governor" (27/1/23). JB stated that he had attended an AfC course on providing effective challenge to the headteacher and recommended it to other LAB members.</p> <p>VC stated that she had attended an AfC Ofsted course, including a lot about the role of governors that she would need to distil. VC agreed to report back to the next meeting.</p> <p><b>ACTION: LAB members to consider attending AfC course on providing effective challenge. VC to report to next meeting on the role of governors in Ofsted inspections.</b></p>	<p>on Phonics and Early Reading visit on 17/11/22</p> <ul style="list-style-type: none"> <li>Report from AH for music visit on 7/12/22</li> <li>Report from IP for Art visit on 5/1/23</li> <li>LAB membership showing 2022/23 focus areas</li> <li>2022/23 Annual plan of work for the LAB</li> </ul>	<p>JB</p> <p>KSO 1, 2, 3</p> <p>LAB members VC</p>
6.	<p><b>Ofsted Preparedness</b> JB stated that the sheet of key points had not been completed and agreed to draft a sheet to run past AL and VC before bringing a draft to the next meeting of the LAB.</p>		KSO 1, 2, 3

	Item	Papers	Action/ SDP Ref
	<p>AL stated that there were indications that Ofsted might call sooner rather than later than thought at the last meeting.</p> <p>It was noted that Barnes Primary School had retained its Outstanding rating.</p> <p>See also Minute 5.</p> <p><b>ACTION: JB to draft sheet of key points about the school and run past AL and VC before bringing to the next meeting of the LAB.</b></p>		JB, AL, VC
7.	<p><b>Safeguarding</b></p> <p><b>a. Safeguarding Audit</b> The LAB received the annual safeguarding review report from Chris Sanderson, for the review carried out on 29/9/22 and reported on at the last meeting.</p> <p><b>b. Safeguarding Training for LAB Members</b> The LAB agreed that:</p> <ul style="list-style-type: none"> <li>AL should provide Deer Park-specific safeguarding training for LAB members on Wednesday 1 February 2023 at 7.30 p.m. (30 to 45 minutes), via Zoom.</li> <li>LAB members who had not completed AfC eLearning basic awareness safeguarding training for governors and Home Office Prevent training should complete it before 1 February 2023.</li> </ul> <p><b>ACTION: All LAB members to provide certificates of attendance on AfC eLearning basic awareness safeguarding training for governors and Home Office Prevent training before 1/2/23. AL to organise DPS specific safeguarding training for all LAB members on 1/2/23 at 7.30 p.m. via Zoom.</b></p>	<ul style="list-style-type: none"> <li>Report from Chris Sanderson for annual safeguarding review carried out on 29/9/22</li> </ul>	<p><b>KSO 2</b></p> <p>LAB members AL</p>
8.	<p><b>Training and Community</b></p> <p><b>a. Report on Community Engagement</b></p> <ol style="list-style-type: none"> <li><b>Christmas Lights</b> AH reported that the Christmas lighting ceremony outside the school had been a success and that the children received golden pennies from Father Christmas.</li> <li><b>Telecom Mast and Cabinets Planning Application</b> AH reported on the local objection to the planning application for a telecom mast and associated cabinets outside the school and support for Deer Park. The LAB was pleased to know that the application had been refused.</li> </ol> <p><b>b. Reports from Completed Training</b> There were no reports on completed training. See also Minutes 5c and 7b.</p> <p><b>c. Training Needs</b> See Minutes 5c and 7b.</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>KSO 2</b></p> <p>JB</p>

	Item	Papers	Action/ SDP Ref
	<b>ACTION: JB to draft content for the next school newsletter</b>		
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>challenge questions on SDP, headteacher’s report and SIP report.</li> </ul> <p><b>d. Confidentiality</b> The LAB agreed that teachers’ names should not be included in the minutes.</p> <p><b>e. Future meetings</b> The LAB <b>confirmed</b> dates of future meetings:</p> <ul style="list-style-type: none"> <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>NB gave apologies for the meeting on 5/7/23.</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 7.33 p.m.

Chair: .....

Date: .....