

	Item	Papers	Action/ SDP Ref
	<ul style="list-style-type: none"> LAB member visits for 2022/23 had been added to the calendar in GovernorHub and would be updated to include the most recent visits. The AfC training schedule for governors (including LAB members) for 2023/24 was now available to view and links to request places would be added during August. LAB members would be asked to complete a skills audit proforma in September 2023, ahead of the Ofsted Preparedness meeting with Marie Newman. <p>ACTION: BH to circulate skills proforma for completion in September 2023. LAB members to complete skills audit.</p> <p>f. Minutes of last meeting The minutes of the meeting held on 3/5/23 were confirmed and signed.</p>	<ul style="list-style-type: none"> Draft Minutes – 3/5/23 	ALL
2.	<p>Update from Bellevue Place Education Trust (BPET) The LAB received the BPET Summer Term Update to LABs. AL provided a further update on schools and staffing within the Trust.</p>	<ul style="list-style-type: none"> BPET Summer Term Update to LABs 	KSO 1, 2, 3

Isabel Pollen arrived at this point.

3.	<p>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.</p> <p>a. Headteacher’s Report, Performance Data and RAG-rated 2022/23 School Development Plan (SDP) So that reference to National Curriculum data could be included, the report and RAG-rated SDP were not received by the LAB until the day of the meeting. Copies were tabled and AL talked through the updates since the last meeting, in particular:</p> <ul style="list-style-type: none"> results for maths were positive in all year groups measures were in place to support children with special needs joining the school, including: <ul style="list-style-type: none"> Natalia Levene moving out of her Year 1 class to become a full-time SENDCO (Special Educational Needs and Disability Co-ordinator) and phonics lead; the appointment of a new experienced teacher in Year 1; three learning support assistants (LSAs) and an apprentice teaching assistant (TA) in Reception. 	<ul style="list-style-type: none"> Collation of email consultations and communications, including LAB member challenges (post meeting) KS2 Results 2023 Headteacher’s Report (includes confidential information) RAG-rated SDP for 2022/23 	KSO1
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	Item	Papers	Action/ SDP Ref
	<p>Q Are apprentices expected to work at the same level as experienced staff?</p> <p>A: Yes, but they are mentored.</p> <p>Q: Do teaching assistants work up to be LSAs?</p> <p>A: No. The jobs are different.</p> <p>Quality of Education – Performance data</p> <p>LAB Member Challenge (NB)</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Please can you explain why the combined percentages are less than the average of the individual components? • Also, please can you indicate how these compare with last year's results? • Finally, these are great results when compared to the national average. Please can you advise when the data is available from other Richmond schools so that we can see local comparators? </div> <ul style="list-style-type: none"> • <i>This one I can do fairly quickly. The combined being lower is due to individual children not attaining the expected standards in specific subjects. So while only 2 children didn't meet the threshold in reading, a third (different) child didn't meet the expected level in maths. Which means 3 in total out of 30 who don't get the 'combined' measure, which means 90% overall.</i> • <i>The comparison to last year's results for Deer Park are below (see appendix). There are evident differences between the two cohorts of children, as you can see from the data, and we'll await our progress results in the autumn when they've been calculated. The data for local schools in Richmond will be published at the start of the academic year, so when we have these local comparison figures I'll be able to share these with the LAB. Richmond average is usually well above national average, so we'll benchmark ourselves against that rather than the overall national picture.</i> <p>Q: What happens if pupils do not reach the Expected Standard (ES) in the phonics screening check?</p> <p>A: They receive extensive tuition in Year 2 and then retake the check. In 2022 seven pupils had to retake the check.</p> <p>The LAB noted that:</p> <ul style="list-style-type: none"> • 2023 would be the last year of Key Stage 1 SATS and the last year for Reception baseline; • the school would be moderated and the results used to 		KSO1

	Item	Papers	Action/ SDP Ref
	<p>measure progress to Year 6.</p> <p>AL highlighted key points in the Key Stage 2 data for 2023.</p> <p>Q: Is there a reason why it was just girls who didn't reach the expected level in Year 2 reading?</p> <p>A: It was mostly girls. Reasons varied. It is not a trend and not an issue in this case.</p> <p>It was noted that writing would be a key priority in 2023/24 for Year 4 (moving into Year 5) – some who had arrived from other schools had had a similar experience to those who had been at Deer Park for longer.</p> <p>AL answered questions about pupil editing. It was noted that a mixture of methods were used, including opportunities for pupils to edit and revise their work, deep marking by the teacher, pupils working together to improve their work and work being put up for discussion using the whiteboard.</p> <p>AL thanked LAB members for their commentary on the results.</p> <p>Behaviour and Attitudes</p> <p>See confidential Minutes.</p> <p>Leadership and Management, including Safeguarding</p> <p>See confidential Minutes.</p> <p>School Development Plan</p> <p>Q: What is being carried over from the 2022/23 SDP into the new academic year?</p> <p>A: The success criteria marked in yellow and red on pages 5 to 9. More specifically:</p> <p>'Effective questioning and AFL (Assessment for Learning) strategies are used consistently across the school', p.5 'No hands up' at the start of class should be avoided as the class is listening and it means that the TA cannot get on; teachers need to think about the type of questions to ask and when to ask them – retrieval questions are better later in the lesson, recap at the beginning and feedback after partner talk, then cold calling.</p> <p>'The Music curriculum is embedded and well sequenced across the school', p.6 The school has been in contact with Trafalgar School in Twickenham with a view to learning from their good practice. Practice at Deer Park is excellent, but expression and appreciation need to be further developed.</p> <p>Q: Reading and Writing are in the SDP, but not maths. Is there a reason for that?</p>		<p>KSO2</p> <p>KSO2</p> <p>KSO1, 2, 3</p> <p>KSO1</p>

	Item	Papers	Action/ SDP Ref
	<p><i>to their club locations (rather than via the hall) for the register. As the school expands in size, more use will need to be made of the available space in classrooms: it is possible that clubs will be restricted by space as the school grows to 420 pupils. This will mean more careful timetabling of the number of (for example) sports clubs on any given day, to ensure that they have space to operate in. Similarly, the quantity of before school clubs may increase to meet this need. The quality of clubs is monitored by both OH and by the senior leaders, and a member of SLT is on duty for the transitions to ensure that these are timely and effective.</i></p> <p>Q: Could you make use of the ETNA (East Twickenham Neighbourhood Association) premises for some activities?</p> <p>A: ETNA is heavily booked from 3.30 to 4.30 p.m.</p> <p>Q: Are clubs monitored by the school to ensure a high-quality provision?</p> <p>A: Yes. They are also monitored by the EDP lead.</p> <p>Q: How does that happen?</p> <p>A: Staff have training at the beginning of the year on behaviour management, but do not receive the same level of productive feedback as staff in the classroom. It takes time to embed, given the higher staff turnover.</p>		

David Phillips arrived at this point.

	<p>LAB Member Challenge (JB)</p> <div style="border: 1px solid black; padding: 5px;"> <p>The overview of delivering a broad & enriched curriculum... is excellent. The questions for governors to consider....</p> <ul style="list-style-type: none"> • Significant progress has been made in this key priority area this year. With new teachers starting in the autumn term, new subject leaders and some teachers moving year groups, how will this work be embedded and sustained so that the implementation of the curriculum remains consistent across the school? • How will school leaders share the best practice within the school in order to sustain the momentum for improvement? • For me in general, the teachers coming in are experienced so how will they be eased in to learn the DPS way of working? </div> <ul style="list-style-type: none"> • <i>New subject leaders will receive the same mentoring process assigned to current subject leaders. These will be weekly mentoring meetings (or bi weekly for more experienced leaders) with either Alex or Victoria. These meetings are planned and</i> 		KSO1
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	Item	Papers	Action/ SDP Ref
	<p>the evidence emerging from the monitoring and standards cycle applied?</p> <ul style="list-style-type: none"> Changes to the PE scheme – Q: What triggered the change of the current PE scheme? What are the benefits of the PE hub over the current scheme? New subject leaders for a number of areas next year: It's great to see that sustaining the progress made so far is set to be a priority. Are there any provisional plans in place for this (incl. for monitoring)? <p><i>Leaders are confident in the 100% judgement; it is a mark we have been striving for this year, and have been cautious in allocating. It's been supported by evaluations from the SIP, trust learning reviews, and internal evaluation of practice. The reliability of our own scrutiny is cross-checked by these external sources, and so we're confident that it's correct as of July.</i></p> <p><i>The PE scheme change is due to the progression framework offered by the PE hub. The required knowledge is clearly defined at each stage of the curriculum, and fits with the school's approach to PE of a narrower range of activities done in greater depth.</i></p> <p><i>New subject leaders will receive the same mentoring programme from SLT that has proved effective with the current subject leaders. Curriculum leaders (3) have been appointed to have a wider role in teacher development and subject leader development, adding capacity to the growth of leaders from within. The curriculum leaders' day out of class each week additionally allows for greater oversight and monitoring, and quality assuring the work that subject leaders undertake in evaluating standards.</i></p> <p>LAB Member Challenge (TE)</p> <p>KP2: Strong pastoral, cultural and emotional development for all children</p> <ul style="list-style-type: none"> Behaviour policy: Drawing on pupil input, it's good to see that the school's behaviour policy is well understood by pupils and that pupil self-report suggests increased reflection on their behaviour. 'Those pupils who had been on orange, had only been on orange on one occasion' suggests that those consulted weren't necessarily representative of the subgroup that might have a higher frequency of orange/red incidents. Q: How do we know it has a positive effect on those pupils? (I appreciate it's a whole-school policy intended for all pupils rather than a targeted one.) <p><i>The pupils consulted were chosen at random by the SIP. Their</i></p>		KSO2

	Item	Papers	Action/ SDP Ref
	<p>the Management team support teachers who are taking on more with their workload whilst still being present with their class groups?</p> <ul style="list-style-type: none"> Our three core subject leaders – who are also our phase leaders – have taken on the role of ‘curriculum leader’ across the school. They are released by SLT for a day a week from class, to ensure they are able to manage this additional responsibility alongside their current workload. Their day involves monitoring the quality of lessons, team-teaching to support practice, reviewing and responding to curriculum research and best practice reviews (including the Ofsted research reviews when published), and delivering example lessons. <p>LAB Member Challenge (SA)</p> <p>We mention pastoral care for children at the school, but how does the team ensure the well-being of its staff- mental health, workload pressures etc?</p> <p>We have a parent survey, do we do a staff feedback survey so staff have a chance to air views about their working environment and the support they need?</p> <ul style="list-style-type: none"> There is a staff well-being survey. Twenty five staff completed the survey this year; one reported that they felt unsupported (96% reported they felt very supported). The results are being taken on board. PPA is provided for support staff to write up interventions, to ensure they are not overloaded with this requirement, a cooked breakfast is provided for staff every Friday to ensure they are able to spend time together. Leaders continue to operate an open-door policy for any concerns or worries, which staff make good use of. See also confidential minutes. <p>LAB Member Challenge (SA)</p> <p>SDP priority 3 is “Developing the consistency and quality of the extra-curricular provision...” as the school continues to ensure the provision is improved, are there plans to look into some of the issues raised by parent survey comments, some of them listed below-</p> <p>“the young sport crew are arrogant and rude”, “adult assistants often shout to rally and order children, which she found scary”, “This is an area that could see considerable improvement specially for younger children who feel overwhelmed by the format”, “The people looking after young children seem quite removed from the children and it sometimes feels like they just shout orders at them”, “display an attitude of apathy”, “My daughter has felt a little threatened in the playground after lunch and during evening owl2”, “only this part of the school day that doesn’t feel in line with the rest of the school’s</p>		<p>KSO2</p> <p>KSO3</p>

	Item	Papers	Action/ SDP Ref
	<p>approach.”</p> <ul style="list-style-type: none"> The school is sympathetic to parents’ concerns and has recognised this as an area for improvement; it is part of the SDP, and will begin with substantive training on behaviour management for external staff. Additionally, the monitoring process for transition into clubs has been extended to ensure that there is on-the-spot coaching for the external staff who manage this period of the day. The older children now going directly to their club register rather than via the hall has helped to reduce the overwhelming nature of EDP for the youngest children. Leaders will continue to monitor this section of the school day to ensure it aligns with the ethos of the regular teaching and behaviour management. <p>LAB Member Challenge (SA)</p> <p>I can understand parent comments can be subjective and at times highly emotive, however considering this is priority 3 of our SDP is it important we look into these comments further and see how the quality of this provision can be improved? Do you feel there is an issue with the above comments?</p> <ul style="list-style-type: none"> See above response. <p>LAB Member Challenge (IP)</p> <p>How does the CPD (in house support) credit system work?</p> <ul style="list-style-type: none"> It has been used for the LAB member training with Marie Newman on 20/9/23. The school subscribes to the Ruby package. The credit system has also been used for the EP (Educational Psychologist) we have employed for the past three years. <p>LAB Member Challenge (IP)</p> <p>All ‘questions to be considered by LAB’ are aligned with any questions I had around continuation of support as school numbers amplify. That seems to be the strongest theme. How, as a LAB, can we support this if at all?</p> <ul style="list-style-type: none"> Continue to provide challenge for school leaders in the strategic planning to accommodate these numbers. <p>LAB Member Comment (IP)</p> <p>Encouraged by curriculum and SEND visibility and training stats.</p> <ul style="list-style-type: none"> This will remain an area for focus, to ensure we don’t become complacent in our provision. <p>c. Family Survey Results Summer 2023 AL stated that the same survey was used across the Trust.</p>	<p>Deer Park School Family Survey 2023 (summary in email consultation</p>	<p>KSO3</p> <p>KSO1, 2, 3</p> <p>KSO1, 2</p>

	Item	Papers	Action/ SDP Ref
	<p>LAB Member Challenge (SA)</p> <p>In your original email you highlighted 2 clear areas of development: “a) the information family members receive about their child’s progress and development at school, b) the perceptions of pastoral work and its effectiveness. There is also work to be done on the information families receive about their child’s pastoral help and guidance at school – a significant number answered, ‘no view’ for this question”.</p> <p>Are there plans to change/improve the report system for feedback to parents and communication which seems to be a concern in the responses?</p> <ul style="list-style-type: none"> • <i>Question on progress and development reporting answered in amalgamation with the question below from NB. For pastoral work, there is evident work to do on informing families of the pastoral help and care their child receives at school, including what ‘pastoral’ means and how it is manifested in the school’s provision. This will initially take the form of newsletters and family workshops in the autumn term.</i> <p>LAB Member Challenge (SA)</p> <p>Were there any parent comments of real concern that you want to take immediate action on?</p> <ul style="list-style-type: none"> • <i>The extended day provision is a pattern of lower parental satisfaction, and concern to us. We’re addressing that through the measures outlined in the response above.</i> <p>LAB Member Challenge (SA)</p> <p>How can the school encourage an increase in parent participation in this survey going forward since it provides such a valuable insight into views of the school?</p> <ul style="list-style-type: none"> • <i>The importance of the survey needs to be embedded across year groups; including for those families who are satisfied and don’t feel the need to complete it. Parents need to understand that there are outcomes and that the data is used to inform school action. The email could have been missed, and the school could consider whether the timeframe is right or whether more reminders are needed.</i> <p>Q: How does the parent participation rate in the survey compare with that for other schools within the Trust?</p> <p>A: The participation rate for Deer Park this year was about the same as that for other schools in previous years. We like to think that a lot of parents do not complete the survey because they are happy with</p>		

	Item	Papers	Action/ SDP Ref
	<p>the school.</p> <p>LAB Member Challenge (SA)</p> <div style="border: 1px solid black; padding: 5px;"> <p>“Q18 The school deals effectively with bullying”:</p> <p>Within this answer, 10 parents altogether (which represent 5.85% of responses for this question, or 13% if we exclude the “I don’t knows”) answered they Disagree or Strongly Disagree with this statement. Do you find this concerning that some parents believe the school is not dealing with bullying effectively, and what can be done by the school to improve this? Do you have any indication that there may be more parents who feel this way but just didn’t fill out the survey? Is it your view that majority of bullying incidents are reported to the school and dealt with effectively?</p> <p>Are you able to tell us how the parent survey questions are composed, who decides them and if there can be any improvement to the survey itself for next year?</p> <p>Further point: is there some capacity to improve the bullying question for next year’s survey for example? i.e.</p> <p>“Has your child experienced bullying at this school? Yes/no/not sure”.</p> <p>“If so did you report this to the school? Yes/no/ NA”.</p> <p>“Do you think the school dealt with it effectively? Yes/ no/ not sure. Please comment” – would probably give more insight and clarity into frequency of bullying incidents, whether parents feel comfortable reporting it and whether it was dealt with effectively.</p> </div> <ul style="list-style-type: none"> <i>The fact that a number of parents think that the school does not deal effectively with bullying is a significant concern. Of the incidents raised this year, we feel that each of them has been dealt with efficiently and well, and to the satisfaction of the families involved. However, it would useful to know if there are ‘unknown unknowns’ that the ten parents in question feel were not addressed effectively. The questions themselves are composed at trust level by the central team; they are the same for all ten schools so that they can compare outcomes. We have suggested the above for use in the coming year’s survey.</i> <p>LAB Member Challenge (NB)</p> <div style="border: 1px solid black; padding: 5px;"> <p>I note from the survey results that the lower scores apply, in general, to questions about communication (progress reports). Please can you advise what steps DPS proposes to take to address this feedback and how you will evaluate the effectiveness of any changes that are made.</p> </div> <ul style="list-style-type: none"> <i>We don’t feel it’s feasible to deliver more frequent reports on pupil progress and outcomes than we already do, or that these would</i> 		KSO2

	Item	Papers	Action/ SDP Ref
	<p><i>necessarily be useful data sets for the families to have. In the new academic year, we're implementing opportunities for families to review their child's work in books every half term, separately to the family consultation evenings. We will continue to make it clear that families can contact their child's class teacher for a discussion at any time, although the number of families taking these opportunities is low.</i></p> <p>DP stated that the survey responses mirrored those of secondary schools in terms of what parents wanted. It was noted that in both cases it was open to parents to book a meeting with the class teacher, but that this offer was rarely taken up.</p> <p>It was also noted that the term 'pastoral care' would be unfamiliar to many parents.</p> <p>LAB Member Challenge (NB)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Please can you share the updated RAG rated School Development Plan for this term. I am interested to see how progress on this maps against the survey responses.</p> </div> <ul style="list-style-type: none"> • <i>Shared prior to LAB meeting.</i> <p>d. Policies for Approval The LAB noted that there were no policies for approval, but there would be a number of policies for review at the first meeting in the autumn term.</p> <p>ACTION: AL to present policies for review to Autumn 2023 meeting.</p>		<p>KSO1, 2, 3</p> <p>AL</p>
<p>4. Environmental Sustainability</p>	<p>JB stated that the proposals relating to environmental sustainability were not an issue for the school requiring a specific LAB member focus and it was agreed that the item should be deleted from the agenda.</p>		
<p>5. School Development Plan (SDP), Monitoring and Consultation</p> <p>a. Focus Areas for 2023/24 AL stated that:</p>	<ul style="list-style-type: none"> ○ there were a few gaps in LAB members to be attached to focus areas and that he would be discussing this with TE. ○ The updated SDP for 2023/24 was expected to be completed by 14/7/23. ○ If LAB members felt they were unable to take on the responsibility of visiting the school there would be no ill-feeling if they wished to step down from LAB membership. <p>ACTION: AL to discuss with TE LAB member focus areas. AL to circulate SDP for 2023/24.</p>	<p>Visit reports from:</p> <ul style="list-style-type: none"> • JB for safeguarding, pupil premium (1/23), sports provision (26/3/23) and maths (10/7/23) • IP for art on 8/2/23 and 23/6/23 • AH for music on 7/7/23 	<p>KSO 1, 2, 3</p> <p>AL, TE</p>

	Item	Papers	Action/ SDP Ref
	<p>b. Reports from LAB Members on focus areas The LAB received reports from LAB members for focus area visits:</p> <p>c. Annual Plan of work for the LAB for 2022/23 The LAB reviewed progress against the annual plan of work.</p>	<ul style="list-style-type: none"> • NB for science on 22/6/23 and finance on 7/7/23 • RAG-rated 2022/23 SDP • LAB membership showing 2022/23 focus areas • Annual plan of work for the LAB • Draft 2023/24 annual plan of work for the LAB 	
6.	Safeguarding The LAB noted that the Safeguarding Policy would need to be updated in September 2023.		KSO 1, 2, 3
7.	<p>Ofsted Preparedness The LAB agreed that Marie Newman should lead an Ofsted preparedness session at the school for the LAB on Wednesday 20 September 2023 at 6 p.m. VC agreed to send an invitation to governors.</p> <p>ACTION: VC to invite LAB members to Ofsted preparedness follow-up session with Marie Newman on 20/9/23. All LAB members to attend the session.</p>		<p>KSO 1, 2, 3</p> <p>VC, All</p>
8.	<p>Training and Community TE reported that the AfC training for new chairs and the ‘Leading in Governance’ training she had attended in May 2023 had been helpful. The training for new chairs was a remote session with a small group of people some of whom also attended the 'Leading in Governance' training. The latter was a whole-day training day in person with a small group of new chairs. Both training events were well presented and interactive.</p> <p>TE reported that she would be attending a BPET Chairs’ Network meeting with Mark Greatrex, CEO on GoogleMeet, which would be recorded.</p>	<ul style="list-style-type: none"> • Reports from TE on attendance at AfC ‘New Chairs’ Induction Briefing’ on 16/5/23 and ‘Leading in Governance’ on 17/5/23 	
9.	<p>Concluding Business</p> <p>a. Thanks JB was thanked for his support for Deer Park School, as Chair of the LAB for the past five years and as a member of the local governing body for the previous three years.</p>		

	Item	Papers	Action/ SDP Ref
	<p>b. Confidentiality See confidential minutes.</p> <p>c. Future meetings The LAB confirmed dates of meetings for the 2023/24 academic year:</p> <ul style="list-style-type: none"> • Wednesday 11 October 2023 at 6 p.m. • Wednesday 10 January 2024 at 6 p.m. <p>[NB Subsequently changed to:</p> <ul style="list-style-type: none"> • Wednesday 17 January 2024 at 6 p.m. tbc] • Wednesday 8 May 2024 at 6 p.m. • Wednesday 10 July 2024 at 6 p.m. <p>ACTION: All to note dates of future meetings.</p>		All

The meeting ended at 6.50 p.m.

Chair:

Date:



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Appendix

	Expected Level (or above) in reading, writing and maths combined	Greater depth level in reading, writing and maths combined	Writing		Reading		Maths		Grammar, Punctuation, and Spelling	
			Expected Level +	Greater Depth	Expected Level +	Greater Depth	Expected Level +	Greater Depth	Expected Level +	Greater Depth
Deer Park School 2023	90%	23.3%	100%	50%	93.3%	50%	96.6%	53.3%	96.6%	76.6%
Deer Park School 2022	97%	30%	97%	30%	100%	53%	100%	67%	100%	63%
National Average 2023	59%	-	71%	-	73%	-	73%	-	72%	-