



SDP Priorities 2020/21

Key Strategic Aims

- 1. Evolve a shared intent for the curriculum ensuring progression of skills and knowledge
- 2. Increase the number of EAL pupils achieving greater depth standard in reading.
- 3. Sustain the outstanding quality of provision during the continued expansion of the school

'TWO BIG THINGS' and top five priorities

Curriculum

Developing Capacity

1. Curriculum implementation and impact 1. Targeted Continued Professional Development

2. Reading culture

for middle leaders and teachers

3. EAL (English as an Additional Language) 2. Expanding and improving the offer of the readers

extended day provision

MINUTES

Deer Park School Local Advisory Board (LAB) Tuesday 6 July 2021 at 6 p.m., via Zoom

Present: **Parent Advisers** James Boyle (Chair), Triin Edovald, Chris Gallant (BPET

Trustee), Chris Tart-Roberts

Community Advisers Joe Gilford, Ann Hines **Staff Adviser** Frances Bracegirdle

Also attended: Alex Lee, Headteacher

Beryl Hawkins, Clerk

	ltem	Papers	Action/ SDP Ref
1.	 a. Apologies All LAB members were present. b. Declarations of Interest There were no declarations of interest. c. LAB Membership Ann Hines, LAB member appointed for a term of four years until 7 May 2025, was welcomed to the meeting and introduced herself. It was noted that Frances Bracegirdle would leave the LAB at the end of October 2021 to take on the role of Headteacher at The Vineyard Primary School. ACTION: JB and AL to arrange appointment of staff LAB member in place of FB from second half of autumn 2021. 	• Current membership	KSA 1, 2, 3 JB, AL



Item	Papers	Action/ SDP Ref
 Report of the Clerk The report of the clerk was received. LAB members noted a new password for the LAB portal on the school website that would take effect in the near future. CG asked for data security to be an item on the 	Report of the Clerk	KSA 3
agenda for a future agenda.		
ACTION: JB, AL and BH to note request for item on data		JB, AL, BH
e. LAB Skills Audit The LAB received an updated skills audit. It was observed that the LAB had a reasonable overall skill level and that areas for development included community links; curriculum oversight and	Updated skills audit	KSA 1, 2, 3
design; and holding leaders to account for the quality of education. (See also Minute 3aii.)		
ACTION: All LAB members to consider their own training		All
 f. Minutes The minutes of the last meeting were approved, to be signed at a future date, subject to the following amendments: The addition of Chris Tart-Roberts to the list of present. 	 Draft Minutes – 5/5/21 Draft confidential minutes – 5/5/21 	
 Amendment of the second bullet point in Minute 2 to: ' for turning a building into a school'. (Post-meeting note: Additional amendments – In the list of present – TE moved from Community to Parent Adviser. 		
 Minute 1c – 'director' changed to 'Head of Evaluation'.) g. Email Consultations The LAB agreed that when it was consulted on any matter by email all LAB members should respond to say that they had received and read the email and wished to make no comment or send 	Collated email consultations	KSA 1, 2, 3
ACTION: JB to sign approved minutes in school.		JB, AL,
Consultation emails to request responses from LAB members. LAB members to respond to email consultations whether or not they wish to comment.		BHJ, LAB members,

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	Item	Papers	Action/ SDP Ref
2.	 Update from Bellevue Place Education Trust (BPET) The LAB noted that there was no written report from BPET for the summer term, but that there would be a report early in the autumn term. CG reported that the Trust would be meeting in the week after the meeting. CG and AL updated LAB members on recent activities at Trust level: The Trust had held a strategy meeting and was looking at the possibility of taking on additional schools. Richard Crompton would be joining the Trust in September as Director or Operations in place of Stuart Dixon, who had left the Trust. White Knight School, Wokingham had been added to the schools administered by the Trust. An interim headteacher had been appointed to Whitehall Park School until at least the end of the autumn term 2021. Arising from the report Nursery proposal (Ref: Minute 2a: 5/5/21) AL reported that the proposal for a nursery at Deer Park would not be proceeding as it would have incurred the loss of either the science room or the arts room. Catering AL reported that Harrisons had been appointed as the catering contractor for Deer Park from September 2021. See also confidential minute. 		KSA 3
3.	 Progress and Policy Review a. Headteacher's Report AL presented and expanded on his report, and answered LAB members' questions. In particular, it was noted that: Progress since the last meeting JB had been in school on 9/7/21 to help with staff recruitment interviews. New appointments included an ECT (Early Career Teacher); a TA (Teaching Assistant) for Key Stage 1 to provide one-to-one support for a child with, as yet, no EHCP; and a Deputy Headteacher to start in October 2021. 	 Headteacher's Report Summer term SIP Visit Report – 30/6/21 Parent Survey Results Staff Survey Results BPET Visit 3 Learning Review 13&14/5/21 	KSA 1, 2, 3

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Item	Papers	Action/ SDP Ref
Progress since the last Ofsted inspection There was more stability in maths across the school, but more to do. Leadership roles were being redefined to further the impact and influence of middle leaders. The new Deputy Headteacher would concentrate on teaching and learning, and would lose the DSL (Designated Safeguarding Lead) role. Reception places for 2021 were full and there were currently 6 spaces across the school. AL wished to record thanks to Nidhi Khurana for coordinating school tours and admission arrangements for prospective parents. See also confidential minutes. School Context The current catchment area for the school was not		KSA 1 KSA 1, 2, 3
concentric – taking in a few children from the Richmond side of the river and a few from Isleworth. Quality of Education Results for the phonics screening check were good. Progress in reading and maths in Year 1 and Reception were good. There was more consistency at Key Stage 2. Year 2, where there were some lower attaining pupils, needed to be a focus area to ensure they were ready for the Year 3 curriculum. As the learning review did not look at the detailed data, this need was not captured in the report. The learning review looked at what the school needed to look at in the coming year – meeting the needs of all learners, from the lowest to highest attaining, in a lesson. The parent survey had raised a number of issues, including issues around: Class teacher communication due to changes necessitated by COVID-19 measures		KSA 1, 2, 3

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ltem	Papers	Action/ SDP Ref
 Safety outside the school Demand for additional curriculum provision. These had been highlighted in a letter to parents 		KSA 3
and the school would be looking to resolve them. See also Minute 3ai.		
Q: Do you have a class breakdown on the responses for individual questions?		
A: No. A lot of the responses relate to COVID-19 – parents are not able to see their children's class		
 teachers at the morning drop-off. The Learning Review commended the high quality of the SENDCo (Special Educational Needs and Disability Co-ordinator). 		
 Sports Premium and COVID-19 Catch-up funding would continue for 2021/22. 		
 Jo Norman, Year 1 teacher, had been appointed Mental Health Champion, to lead on emotional wellbeing – this role did not use COVID funding. 		
 Drama therapy and counselling provision would continue. 		
Behaviour and Attitudes		
 The Learning Review judged behaviour to be impeccable, but it was still an area for improvement. 		
Personal Development		
 From September 2021 girls' only football would be offered on a trial basis to encourage more girls to engage in the sport and morning invite only teams would also begin in the autumn term. 		KSA 3
Leadership and Management		
See confidential minutes.		
Arising from the Report:		
i. Parent Survey LAB members were pleased to note the high level of good feedback from parents and also noted the areas for improvement. The LAB agreed that:		KSA 1, 2 3
 CG should email AL with comments on the survey results and communications he had 		CG

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	Item	Papers	Action/ SDP Ref
ACTION:	 had with other parents. TE should review the parent questionnaire with a view to making the survey more robust. AL should check that the RSE (Relationship and Sex Education) Policy and the SEND Policy had been uploaded to the school website. CG to email comments on the pupil survey to AL. 		TE KSA 1, 2, 3 KSA 1 AL
	riew parent questionnaire and send comments to		
	check that up-to-date RSE and SEND policies are		
on the so	chool website.		
	The LAB noted the confidential nature of some		
	of the feedback in the parent survey report and		
	that the full report would not be published or		
	circulated more widely.		All
ACTION:	All to note confidential nature of parent survey.		All
ii.	Ofsted The LAB noted that the SIP had advised		
	that the school could expect an Ofsted		
	inspection in July or autumn 2022 and that LAB		KSA 1, 2, 3
	members should take up the training offered by		
	Jenell Chetty at AfC.		
	BH agreed to find out what and when training would be available.		KSA 2
ACTION:	BH to find out about Ofsted training for LAB.		
iii.	COVID-19 Catch-up and Pupil Premium Grant		ВН
	Q: How have you measured the impact of the		
	use of Catch-up funding?		
	A: We can see the impact of Catch-up funded		
	interventions in Years 3, 4 and 5 pupil progress		
	data. It is less easy to measure the impact of		
	counselling and wellbeing interventions, but we		
	see this in children's willingness to engage. See		
	also confidential minutes.		
	The LAB noted that all PPG pupils were doing as		
	well as or better than their peers.		ID AL
iv.	CPD		JB, AL,

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	Item	Papers	Action/ SDP Ref
	Q: By the end of the spring term the school had only used two of its 30 AfC SPARK credits for in-		
	school support. Are we losing out?		KSA 1, 2
	A: We use credits for whole school or individual		
	CPD. We have now used about 20 credits and		
	will use some for early reading provision. We		
	expect to use the available credits.		
v.	SENDCo The LAB asked for their congratulations		KSA 3
	to be conveyed to the SENDCo.		
ACTION:	AL to pass on LAB's congratulations to SENDCo.		AL
b. Upda	ate on Streetscape Safety (Ref: Minute 3b: 5/5/21)		
JB re	ported that he met with Councillor Roger Crouch,		
who	had shared the school's concerns, and that the		
Cour	cil had appointed Lindi Louw, a Council officer, to		
take	the lead on the issues with a view to them being		
addr	essed by the start of the new academic year.		
AL st	ated that he had met Lindi and that she had		
sugg	ested the installation of Visi-rail fencing, available		
in da	rk green.		
Q: Ca	an we put boxes on the pavement?		
A: Th	e difficulty with this is that the school would be		
liable	e if there was an accident.		
AH st	tated that the Council would be publishing a report		
on 9,	7/21 as part of a three-week public consultation		
perio	d on improvements to the area.		
The I	AB agreed that the school and LAB members		
shou	ld press for the area outside the school to be as		
safe	and attractive as possible and that the item should		
be ke	ept high on the agenda. JB agreed to discuss with		
AL be	efore the end of term what further action to take.		AU :5 5
ACTION:	All to consider consultation. JB and AL to agree		All, JB, A
any furtl	ner action. LAB to review at next meeting.		ВН

Ann Hines left the meeting at this point.

4.	School Development Plan (SDP), Monitoring and		
	Consultation	• 2020/21 School	

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	ltem	Papers	Action/ SDP Ref
	 a. Reports from LAB Members on focus areas Visit reports were received from LAB members. JG stated that Orleans Park was looking to establish links with Deer Park in the same way as it already did with more established local primary schools. b. Review of monitoring arrangements and their effectiveness; and action required AL stated that the SDP for 2021/22 would be completed in the coming week and that it would be shared with LAB members before being circulated more widely. LAB members noted the draft key priorities: Curriculum implementation Using the extra-curricular provision to support the curriculum Coaching programme for staff and sharing Culture of pupil ownership in their learning The LAB agreed that it would be useful to have an idea at an early stage of which staff member would be the key link for each LAB member. ACTION: AL to send SDP to LAB members and identify staff links for LAB members 	 Development Plan Report on curriculum and Year 6 visit on 26/5/21 from JG Report on AH induction on 10/5/21 from JB Report on Middle Leadership meeting with FB on 19/1/21 from JB Report on Middle Leadership meeting with Victoria Coward on 19/1/21 from JB 	KSA 1, 2, 3
5.	Safeguarding AL reported that he would be the DSL (Designated Safeguarding Lead) when FB left. See also confidential minutes.		
6.	 Training and Community a. Training needs/available training See Minutes 1e and 3aii. b. Newsletter content The LAB identified content for the school newsletter. ACTION: JB to draft content for the newsletter. 		JB
7.	 Concluding Business a. Impact Statement The LAB identified areas where actions and decisions had been taken that would have an impact on teaching and learning: Feedback from JG's visit 		

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ltem	Papers	Action/ SDP Ref
 Impact of PPG SIP report Confidentiality The LAB identified matters discussed that were confidential, including parts of the headteacher's report and matters relating to individual members of staff and pupils. See Minutes 1f, 2b, 3a (Progress since last Ofsted Report, Leadership and Management, 3ai, 3aii and 5. ACTION: All to note confidential business. Future meetings The LAB agreed meeting dates for 2021/22: Tuesday 12 October 2021 at 6 p.m. Tuesday 11 January 2022 at 6 p.m. Wednesday 4 May 2022 at 6 p.m. Tuesday 5 July 2022 at 6 p.m. Tuesday 5 July 2022 at 6 p.m. 		All
AL stated that he might be on paternity leave at the time of the next meeting. ACTION: All to note dates of future meetings.		All

The meeting ended at 7.45 p.m.		
	Chair:	
	Date:	