



## The three key strategic objectives for 2023/24 are:

- 1. Deliver a broad, enriched curriculum offer driven with high expectations for all children in all subjects
- 2. Ensure strong personal development, cultural enrichment and emotional support for all children to support their growth as individuals
- 3. Ensure a comprehensive and formative CPD offer, tailored to school and staff development

## **MINUTES**

Deer Park School Local Advisory Board (LAB)
Wednesday 17 January 2024 at 6 p.m. at the school

**Present:** Parent Advisers Triin Edovald (Chair), Simrith Arora, Nicola Beharrell, Isabel Pollen

**Community Advisers** Mark Finnemore, Ann Hines, David Phillips

Staff Adviser Victoria Coward

Also attended: Alex Lee, Headteacher

Beryl Hawkins, Clerk

Boxed text = LAB member challenges received in advance. Green italics = responses to challenges in note form.

		Item	Papers	Action/ SDP Ref
1.	Bus	siness		
	a.	<b>Apologies</b> Apologies were received for lateness from Nicola Beharrell.	• Current	
	b.	Welcome Mark Finnemore was welcomed to the LAB as a community member for a term of office ending on 31/12/27. All LAB members introduced themselves and Mark gave a brief account of his background and qualifications for his role as link LAB member for maths.	membership	
	c.	<b>Declarations of Interest</b> There were no declarations of interest for items on the agenda.		
	d.	Membership The LAB noted that there was no link LAB member for PPG (Pupil Premium Grant) or personal development (PD). It was noted that the new area of PD was wide ranging and would require some knowledge. Nicola Beharrell offered to do a one-off visit to review PPG. Isabel Pollen agreed to be the named LAB member for personal development, making regular visits.		

	Item	Papers	Action/ SDP Ref
	It was agreed that the LAB was about the right size and responsibility areas could be covered and there was therefore no need to recruit more members.  e. Report of the Clerk The report of the clerk was received.  The clerk reminded LAB members to update their declarations and confirmations in their GovernorHub profiles if they had not done so in the current academic year.  f. Minutes of last meeting The minutes of the meeting held on 11/10/23, including confidential minutes, were confirmed and signed.	<ul> <li>Report of the Clerk</li> <li>Draft Minutes –         11/10/23</li> <li>Draft confidential         minutes – 11/10/23</li> </ul>	KSO 2 KSO 1, 2, 3
2.	<ul> <li>Update from Bellevue Place Education Trust (BPET) AL gave an update from BPET:         <ul> <li>A new headteacher had been appointed at Halley House School.</li> <li>The Heights School in Berkshire was ready to join BPET, bringing the total number of schools within the Trust to eleven.</li> <li>Another two schools were on their way to joining the Trust.</li> </ul> </li> </ul>		KSO 1, 2, 3
3.	Progress and Policy Review AL gave an update to his report: the number of first choice applications for Reception in 2024 had increased to 118 (commentary, p.2). AL presented responses, prepared by himself and VC, to questions and comments received in advance. Further questions were raised and answered at the meeting.  a. Headteacher's Report  LAB Member Challenge (NB)  i. Noting that the Deputy SenCo is leaving in January and the Assistant Headteacher for Inclusion is due to go on maternity leave in March, what steps are being put in place to ensure a smooth transition such that pupils with SEND requirements are not impacted by the change in staffing?  • Firstly, appointments of staff to replace these roles. Interviews for both roles take place in the coming days. A comprehensive	<ul> <li>Collation of email consultations and communications, including LAB member challenges</li> <li>Headteacher's Report (includes confidential information)</li> <li>BPET Curriculum and Leadership Review Report for visit on 29/11/23</li> </ul>	KSO 1, 2
	handover document has been created by the current inclusion team, covering each aspect of their roles (with an accompanying strategic calendar) in detail, to ease the transition of the new members of staff. Handovers for the 1-2-1 role of the Deputy SENDCo have already been completed, and the individual children in question told in advance of the wider email in order		

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Item	Papers	Action/ SDP Ref
LAB Member Challenge (IP)		
v. What is meant by 'high quality play'?		
• Play that incorporates engaging and imaginative structures created by the children themselves, that facilitates communication and social interaction between the children. It is pupil led, and encourages thoughtful participation and adaptation, as well as developing soft skills of collaboration and idea development. The role play equipment is supporting this development, and we plan to introduce further playground equipment over the course of the year, and we have changed the timetable of activities at break and lunch which has led to considerable diversity in the activities in the MUGA, and accordingly a much wider range of children accessing these activities.		
LAB Member Challenge (AH)		KSO 2
vi. Also can you tell us more about liaising with other schools on tracking personal development.		
• We are working with Barnes Primary, who recently sustained their outstanding rating and have a strong tracking system for PD. We are in the initial stages of designing a PD tracking and award system with criteria for each of the school's values. We plan to liaise with the DEI committee for their input, prior to trialling the tracking system for a half term and then launching the full system in September.		
Q: Will you copy the Barnes Primary School tracking system?		
<b>A:</b> No, because it does not reflect our HEART values and we will be consulting the Diversity Committee.		
Q: Will the system be reliant on software?		
<b>A:</b> No. On balance, personal development books will be used as they are more tangible.		
LAB Member Challenge (TE)		
vii. With both the Assistant HT for Inclusion and the Deputy  SENDCo being recruited internally, what are the broader staff implications for this assuming the recruits will have to give up some of their current responsibilities? How will this be managed?  The appointee for the AHT role will need to be out of class for an		KSO 1, 2
<ul> <li>additional two afternoons each week. This will be covered by other senior leaders.</li> <li>The appointee for Deputy SENDCo will need to be out of class for an additional day, which will be covered internally by staff who</li> </ul>		

Item	Papers	Action/ SDP Ref
are qualified and experienced in the role being covered, or with the specific child with whom they are working.  LAB Member Challenge (TE)  viii. It's great to the 'Lifting Limits' delivering a twilight		KSO 1, 3
session as part of the school's work on championing equality.  How do we monitor that teachers and other staff members  promote equity and that there's improvement on that front?  (E.g., pupil voice and choice when planning lessons, using  diverse materials in the classroom, proactive in seeking out  resources to help teachers promote equity, etc).		
• Teachers promote equity from the content of the curriculum rather than through their own views. The diverse nature of the curriculum (including the authors selected, artists studied, scientists studied, eras and locations studied, and the selection of books on offer, and the PSHE curriculum) means that the education at Deer Park promotes inclusive and equitable values. The lifting limits training looks further at how we can champion and promote equity outside the classroom, and was conducted right before this meeting.		

## Nicola Beharrell arrived at this point.

x. Maths KS2 percentagesa drop from 67% in 2022 to 53% in	KSO 1
2023clarification as to why?	
That's percentage at GDS: greater depth, rather than attainment at the expected level (which was 97% in 2023). That's four less children overall achieving the greater depth standard, attributable to the variations in cohorts between last year and the year before. More indicative of the quality of education is the progress pupils make from KS1 to KS2, which remains very strong in mathematics at +2.9. From the HT reports last year, LAB members will remember the considerable targeted work done to support last year's cohort with mathematics, and this result represents a good level of attainment for the cohort.	
AB Member Challenge (IP)	
x. Love the idea of 'example lessons'would it be possible/appropriate for us as LAB members to attend one of these?	KSO 3
These lessons are exemplars for teachers as part of their support and training from curriculum leaders, rather than open lessons for visitors.	

Item	Papers	Action/ SDP Ref
LAB Member Challenge (IP)		
xi. Please remind me what SCI stands for?		KSO 1
'Social communication intensive' package.		NO 1
LAB Member Challenge (IP)		
xii. CPD - would it be possible to understand more about the psychologist supportis that for all teachers?		KSO 3
<ul> <li>The psychologist's training was for all staff, and was conducted today on anxiety and proactive strategies for its management in the school day.</li> </ul>		
LAB Member Challenge (IP)		
xiii. Please tell us more about the 'culture capital' list.		
• The 'cultural capital' list is a mechanism by which the school tracks pupils who may be at greater risk of not receiving the same cultural capital exposure as their peers, whether for financial or circumstantial reasons, but who are not eligible for PPG support. The school then determines where help is necessary and appropriate for these children individually: this can take the form of music tuition, trip payment support, work with families to involve children in the arts or sports (and/or supporting with the costs of these if they are at school) or engaging families in local external opportunities.		KSO 2
LAB Member Challenge (IP)		
xiv. How do pupils become nominated to be 'agents of change'?		KSO 1
• Teacher selection, based on quality on role modelling and ability to interact empathetically with younger children. Some were selected to develop their own understanding of the necessity of equity.		
LAB Member Challenge (DP)		
xv. Is there a concern about year 5 ARE (Age-Related Expectations) in Writing (67%), considerably lower than other yr groups? What could be the cause of this? Interesting given that their reading ARE is higher than most other year groups. (I note the identified priority relating to transcription &		KSO 1
composition)		
Yes, the ARE is concerning. It is however commensurate with this year group's level in writing over the previous years; despite year on year teaching from demonstrably strong teachers. The focus on their reading work and supporting lower prior attainers in comprehension		

	Item	Papers	Action/ SDP Ref
into com resu focu as w	yielded strong results, and we're now working to translate this writing outcomes through work on transcription and aposition. The ARE, while lower than other years, is rising as a ult. Training on writing from an external consultant this term uses on composition and the creation of effective authorial voice, well as further work on how to assess writing to ensure that the orted outcomes are accurate.		
	Are you tracking writing progress in Year 5? Are we seeing dual improvement.		
	Ve are tracking. Interventions are taking time to show rovement?		
Q: V	Why are interventions taking time?		
Lang multi improduced const Thosare	There are a lot of children with EAL (English as an Additional guage). We are working with the AfC (Achieving for Children) tilingual team. There are indications from the English lead that rovements are better than the data suggest, but judgements are servative. The school's work with Reading as a Writer will help. se pupils who have not reached ARE do not read enough. They not reading at home so are doing Reading Gladiators. Planning is d and the books in school are popular.		
LAB	Member Challenge (DP)		
	Member Challenge (DP)		VCO 1 2
LAB XV	ri. I applaud the school's commitment to curriculum		KSO 1, 3
			KSO 1, 3
	development / staff development (appointing curriculum and		KSO 1, 3
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• The emails themselves are not labour intensive: the templates are automated through Arbor. At present, Deer Park is in the 98th percentile of schools for attendance across the academic year, and these regular updates seem to support family understanding of the impact of missed sessions – this avoids children's absence percentages becoming quickly unmanageable. Where necessary, attendance meetings have been effective so far this term in reversing trends of poor attendance.		
In response to a query from a LAB member, AL stated that he would be changing his report format to show the number of racist incidents that had been reported and would also change the reporting format on the school self-evaluation document to reflect this change.		
ACTION: AL to change report and SEF format to show reported racist incidents.		AL
AL answered LAB member challenges sent by email in response to documents presented to the October 2023 meeting of the LAB and not answered at that meeting:		
LAB Member Challenge (SA)		
xviii. I understand it is our aim to teach a diverse curriculum throughout the academic year, not just in October, however how are we marking Black history month at the school this		KSO 1
• We don't celebrate BHM specifically, as we feel it is more impactful to ensure it is woven into our curriculum across subjects and year groups. We feel that this is more sincere in the procentation of human history, and provides greater.		
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Item	Papers	Action/ SDP Ref
ensure it is diverse- would this fall under strategic objective 1		
(balanced and inclusive curriculum) and is this exercise being		
planned again?		
The DEI review is currently underway, with feedback incoming on		
Friday of this week.		
LAB Member Challenge (SA)		KSO 1, 2
xxi. I'm glad to have received clearer guidelines on how roles and		,
responsibilities are assigned in school especially for Eco-		
Council and School Council, thank you for this. I see the		
school is relying on a democratic vote from students. How are		
we ensuring students learn more about democratic voting in		
these scenarios and don't fall into voting for a councillor		
because they are their friend or of the same gender as them?		
How are we ensuring SEN children, children with S&L,		
confidence or anxiety issues also get a chance to represent		
their classes, or are we solely relying on children to put		
themselves forward for these roles? How much are we using		
the teaching staff who would know them well to motivate		
children to apply who normally wouldn't put themselves forward?		
We find that the range of children who are voted into these roles		
are not necessarily those who are perceived as 'popular'. The voting process here is part of the children's learning about		
democracy, and they preceded by introductions from teachers		
that encourage children to vote on the merit of the content		
delivered by the children. Children who are less confident or		
experienced in public speaking are able to submit their speeches		
to their teacher to be read out, and staff are conscious of		
encouraging children to participate in these opportunities without pushing children to partake in a role they might not yet		
feel confidence doing. We're aware the system is imperfect, as is		
democracy itself, and in Year 6 the leadership programme is		
voluntary; all pupils who wish to be a pupil leader are able to		
perform this role.		KSO 2
Q: Does Deer Park have class representatives? Are they voted in?		
A: Yes.		
Q: Which years have class representatives?		
<b>A:</b> Year 2 up. Year 6 also have other voluntary roles, such as reading with Reception pupils, being tour guides.		
Q: How do you ensure that pupils vote democratically? What does it mean?		

	ltem	Papers	Action/ SDP Ref
	<ul> <li>A: Pupils vote on merit. Each class at the start of the year models good examples. The teacher will comment on speeches. In future we will do a democracy assembly before voting takes place.</li> <li>b. Policies for Approval – Pupil Premium Grant (PPG) Strategy AL stated that the 2023/24 PPG Strategy was on the school website. It was noted that funding was still allocated on the basis of eligibility for free school meals.</li> </ul>	• Link to DPS PPG Strategy for 2023/24	KSO 1, 2, 3
4.	a. Reports from LAB Members on focus areas The LAB received visit reports from LAB members for their responsibility areas:  • EY Reading and Phonics SA 9/11/23 • Science NB 10/11/23 • Maths NB 8/12/23 • Transition and curriculum DP 14/12/23  b. Feedback from LAB Members The LAB received peer feedback from allocated LAB members:  Science (Reviewer: TE)  Q: Are pupils wanting more science lessons?  A: Yes. They are excited and explain theoretical concepts, but balance is needed.  SEND (Reviewer: SA)  There were no questions. SA stated that she liked the format and would consider adopting it — a clear agenda, firm questions and a good number of follow-up questions.  Phonics (Reviewer: DE)  There were no questions. DE stated that it was interesting to see the different approaches and inputs.  Q to AL: Are you getting what you need from LAB member visit reports?  A: Yes. The quality has improved. There is lots of detail in the reports and they are helpful.  Transition and Curriculum (Reviewer: IP)  Q: To what extent are the children prepared for linear learning?  A: They sit on the carpet and then 'go and do'. It is not like this in Reception.  Q: In Year 6, how are pupils being prepared for prep work?  A: We found that pupils who had transferred to secondary school found the amount of prep work expected of them in Year 7 was greater than anticipated, so we have built up prep	<ul> <li>Updated LAB member responsibility areas</li> <li>Visit reports from:         <ul> <li>SA for EY reading and phonics on 9/11/23</li> <li>NB for science on 10/11/23 and maths on 8/12/23</li> <li>TE for SEND on 1&amp;8/12/23</li> <li>DP for transition and curriculum on 14/12/23</li> </ul> </li> <li>Link to 2023/24 SDP</li> <li>Allocations for visit report feedback email from TE</li> <li>Link to 2023/24 annual plan of work for the LAB</li> </ul>	KSO 1, 2, 3

	Item	Papers	Action/ SDP Ref
	work in Year 6 so that pupils are better prepared. For example, we have increased the number and range of activities to be completed, so that pupils are learning to be more independent; tasks could lead in different directions; they will be wider for some and for others more targeted.  Maths (Reviewer: MF)  There were no questions on the report.  The LAB agreed that the visit report review exercise should be repeated at the next meeting, with all reviewers rolling on to the next LAB member on the list.		
5.	<ul> <li>Safeguarding</li> <li>a. Update on Training for LAB Members See Minute 7.</li> <li>b. BPET Safeguarding Review on 11/10/23 The report of the review, which was considered at the last meeting, was received.</li> <li>c. Report from Safeguarding LAB Member Visits on 8/12/23</li> <li>d. TE reported that she had had six meetings with AL to review different aspects of safeguarding: <ul> <li>All staff had completed safeguarding and Prevent training; TE had done a check on certificates.</li> <li>The report for 8/12/23 covered a visit to survey six children with SEND from Years 1 to 6 on their experiences with regard to safeguarding.</li> <li>A key outcome from the survey was that children with SEND did not feel particularly safe in the playground.</li> <li>Q: Do the children feel unsafe because of health &amp; safety issues or because of other children?</li> <li>A: Because of other children being unkind and selfish.</li> <li>Q: Did all six children have SEND?</li> <li>A: Yes.</li> <li>Q: What is being done to make children with SEND feel safer in the playground?</li> <li>A: It is hoped that the new activities will help by providing more opportunities for all children. The outcome from the survey would be referred to the SENDCOs. TE agreed to review the outcome on her next visit and that it should be reviewed at the next meeting of the LAB.</li> <li>In response to a suggestion that the Calm Club had become less quiet, VC agreed to monitor the area.</li> </ul> </li> </ul>	BPET 11/10/23     Safeguarding     Review Report     Report from TE for     Safeguarding visit     on 8/12/23	KSO 2
	ACTION: VC to refer to SENDCOs concerns about children not feeling safe in the playground and to monitor the Calm Club. TE to review on next safeguarding visit.		VC, TE

	Item	Papers	Action/ SDP Ref
6.	Ofsted Preparedness DE gave an account of his experience of a recent two-day Ofsted inspection, starting with four inspectors and reducing to two on the second day:  • 'Deep dives' had been thorough and a lot of lessons observed.  • The inspection team was fair and calm.  • There were a lot of questions relating to safeguarding, but fewer on SEND than expected.  • The experience had been more positive than for the previous inspection.  AL stated that staff were well-prepared, but that it was likely the school would eventually have a full staff session to make sure that staff were all aware of what would happen before, during and after the inspection.  Q: Has the website revamp happened?  A: The school's vision and values statement and the curriculum have been updated. We are trying to find a new provider to make the website easier to navigate.  It was noted that the next inspection was expected to take place by September 2025 at the latest.		KSO 1, 2, 3
7.	<ul> <li>a. Reports from Training Completed There were no reports from LAB members for completed training.</li> <li>b. Training Needs/Available Training LAB members were reminded to complete AfC Safeguarding E-Learning for Governors and Trustees if they had not already done so. AL agreed to check whether LAB members needed to complete Prevent training in the current academic year. AL stated that all LAB members needed to complete cybersecurity awareness training and agreed to send details of a suitable course.</li> <li>ACTION: All LAB members to complete AfC Safeguarding E-Learning for Governors and Trustees and cyber-security awareness training.</li> <li>AL to check whether LAB members need to complete Prevent training and send information about cyber-security awareness training.</li> <li>c. Interfacing with the School/Suggestions for Newsletter Content A LAB spotlight on one page of the school newsletter, including a Q&amp;A, to which all LAB members could contribute, was suggested. VC agreed to send guidance on this to TE. AL suggested that his book recommendations in the school</li> </ul>		KSO 2

	ltem	Papers	Action/ SDP Ref
	newsletter should be replaced with a 'What's on the bookshelf of' section, for example ' the vice-chair of the LAB', which would be open for anyone to contribute peer to peer recommendations.  TE agreed to send dates of school events that LAB members were welcome to attend.  ACTION: VC to provide guidance for LAB members on a LAB entry in the school newsletter. TE to send dates of school events for LAB members to attend if they wished. LAB members to consider content for school newsletter and attending school events.		VC, TE
8.	<ul> <li>Concluding Business</li> <li>a. Confidentiality The LAB noted a confidential staffing matter.</li> <li>b. Future meetings The LAB confirmed dates of meetings for the remainder of the academic year: <ul> <li>Wednesday 8 May 2024 at 6 p.m.</li> <li>Wednesday 10 July 2024 at 6 p.m.</li> </ul> </li> <li>AL gave apologies for the meeting on 8/5/24.</li> <li>ACTION: All to note dates of future meetings.</li> </ul>		All

The meeting ended at 7.45 p.m.

Chair:	 
Date:	 