



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 Community Advisers Staff Adviser	Triin Edovald (Chair), Simrith Arora, Nicola Beharrell, Isabel Pollen Mark Finnemore, Ann Hines, David Phillips 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.	<p>Business</p> <p>a. Apologies Apologies were received for lateness from Nicola Beharrell.</p> <p>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.</p> <p>c. Declarations of Interest There were no declarations of interest for items on the agenda.</p> <p>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.</p>	<ul style="list-style-type: none"> • Current membership 	

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	<p>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.</p> <p>e. Report of the Clerk The report of the clerk was received.</p> <p>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.</p> <p>f. Minutes of last meeting The minutes of the meeting held on 11/10/23, including confidential minutes, were confirmed and signed.</p>	<ul style="list-style-type: none"> • Report of the Clerk • Draft Minutes – 11/10/23 • Draft confidential minutes – 11/10/23 	<p>KSO 2 KSO 1, 2, 3</p>
<p>2.</p>	<p>Update from Bellevue Place Education Trust (BPET) AL gave an update from BPET:</p> <ul style="list-style-type: none"> • A new headteacher had been appointed at Halley House School. • The Heights School in Berkshire was ready to join BPET, bringing the total number of schools within the Trust to eleven. • Another two schools were on their way to joining the Trust. 		<p>KSO 1, 2, 3</p>
<p>3.</p>	<p>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.</p> <p>a. Headteacher’s Report</p> <p>LAB Member Challenge (NB)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>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?</p> </div> <ul style="list-style-type: none"> • <i>Firstly, appointments of staff to replace these roles. Interviews for both roles take place in the coming days. A comprehensive 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</i> 	<ul style="list-style-type: none"> • Collation of email consultations and communications, including LAB member challenges • Headteacher’s Report (includes confidential information) • BPET Curriculum and Leadership Review Report for visit on 29/11/23 	<p>KSO 1, 2</p>

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	<p>LAB Member Challenge (IP)</p> <p>v. What is meant by 'high quality play'?</p> <ul style="list-style-type: none"> <i>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.</i> <p>LAB Member Challenge (AH)</p> <p>vi. Also can you tell us more about liaising with other schools on tracking personal development.</p> <ul style="list-style-type: none"> <i>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.</i> <p>Q: Will you copy the Barnes Primary School tracking system?</p> <p>A: No, because it does not reflect our HEART values and we will be consulting the Diversity Committee.</p> <p>Q: Will the system be reliant on software?</p> <p>A: No. On balance, personal development books will be used as they are more tangible.</p> <p>LAB Member Challenge (TE)</p> <p>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?</p> <ul style="list-style-type: none"> <i>The appointee for the AHT role will need to be out of class for an additional two afternoons each week. This will be covered by other senior leaders.</i> <i>The appointee for Deputy SENDCo will need to be out of class for an additional day, which will be covered internally by staff who</i> 		<p>KSO 2</p> <p>KSO 1, 2</p>

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<p>LAB Member Challenge (IP)</p> <p>xi. Please remind me what SCI stands for?</p> <ul style="list-style-type: none"> <i>'Social communication intensive' package.</i> <p>LAB Member Challenge (IP)</p> <p>xii. CPD - would it be possible to understand more about the psychologist support...is that for all teachers?</p> <ul style="list-style-type: none"> <i>The psychologist's training was for all staff, and was conducted today on anxiety and proactive strategies for its management in the school day.</i> <p>LAB Member Challenge (IP)</p> <p>xiii. Please tell us more about the 'culture capital' list.</p> <ul style="list-style-type: none"> <i>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.</i> <p>LAB Member Challenge (IP)</p> <p>xiv. How do pupils become nominated to be 'agents of change'?</p> <ul style="list-style-type: none"> <i>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.</i> <p>LAB Member Challenge (DP)</p> <p>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 & composition)</p> <p><i>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</i></p>		<p>KSO 1</p> <p>KSO 3</p> <p>KSO 2</p> <p>KSO 1</p> <p>KSO 1</p>

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	<p><i>has yielded strong results, and we're now working to translate this into writing outcomes through work on transcription and composition. The ARE, while lower than other years, is rising as a result. Training on writing from an external consultant this term focuses on composition and the creation of effective authorial voice, as well as further work on how to assess writing to ensure that the reported outcomes are accurate.</i></p> <p>Q: Are you tracking writing progress in Year 5? Are we seeing gradual improvement.</p> <p>A: We are tracking. Interventions are taking time to show improvement?</p> <p>Q: Why are interventions taking time?</p> <p>A: There are a lot of children with EAL (English as an Additional Language). We are working with the AfC (Achieving for Children) multilingual team. There are indications from the English lead that improvements are better than the data suggest, but judgements are conservative. The school's work with Reading as a Writer will help. Those pupils who have not reached ARE do not read enough. They are not reading at home so are doing Reading Gladiators. Planning is good and the books in school are popular.</p> <p>LAB Member Challenge (DP)</p> <div data-bbox="172 1133 986 1397" style="border: 1px solid black; padding: 5px;"> <p>xvi. I applaud the school's commitment to curriculum development / staff development (appointing curriculum and subject leaders, timetabling a day off class teaching each week). How does SLT monitor and evaluate the impact of the curriculum leaders in terms of developing classroom teachers?</p> </div> <ul style="list-style-type: none"> <i>Curriculum leaders bring specific development areas or needs to weekly meetings, and then present a plan for how to support staff with the development of their teaching practice. These are then actioned, and the resultant progress reported back in the subsequent week. These processes are then quality assured via a combination of senior leaders monitoring practice development in classrooms, and external evaluations through SIP visits and BPET reviews.</i> <p>LAB Member Challenge (SA)</p> <div data-bbox="172 1753 986 2018" style="border: 1px solid black; padding: 5px;"> <p>xvii. Have the attendance updates sent out via email every term to families had a positive impact on attendance and making a difference or do the attendance meetings seem to be helping more? (I'm wondering how labour intensive the emails to all families are every term in relation to the impact they are having)</p> </div>		<p>KSO 1, 3</p> <p>KSO 1, 2</p>

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	<ul style="list-style-type: none"> <i>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.</i> <p>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.</p> <p>ACTION: AL to change report and SEF format to show reported racist incidents.</p> <p>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:</p> <p>LAB Member Challenge (SA)</p> <div data-bbox="172 1048 986 1227" style="border: 1px solid black; padding: 5px;"> <p>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 month?</p> </div> <ul style="list-style-type: none"> <i>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 presentation of human history, and provides greater understanding for the children of the diverse spectrum of human experience.</i> <p>Q: Can we do both?</p> <p>A: I am open to the idea, but do not want to treat the subject with signalling.</p> <p>LAB Member Challenge (SA)</p> <div data-bbox="172 1653 986 1794" style="border: 1px solid black; padding: 5px;"> <p>xix. I am not sure if any of our pupils/parents/staff are from Israeli or Palestinian origin, but if so have we reached out to provide any support to them considering the events this week?</p> </div> <ul style="list-style-type: none"> <i>Yes we did. For families and for staff.</i> <p>LAB Member Challenge (SA)</p> <div data-bbox="172 1899 986 1984" style="border: 1px solid black; padding: 5px;"> <p>xx. The words diversity and equality don’t seem to appear in our SDP for 2024, activities such as reviewing the curriculum to</p> </div>		<p>AL</p> <p>KSO 1</p> <p>KSO 1, 2</p> <p>KSO 1</p>

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	<p>ensure it is diverse- would this fall under strategic objective 1 (balanced and inclusive curriculum) and is this exercise being planned again?</p> <ul style="list-style-type: none"> <i>The DEI review is currently underway, with feedback incoming on Friday of this week.</i> <p>LAB Member Challenge (SA)</p> <p>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?</p> <ul style="list-style-type: none"> <i>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.</i> <p>Q: Does Deer Park have class representatives? Are they voted in?</p> <p>A: Yes.</p> <p>Q: Which years have class representatives?</p> <p>A: Year 2 up. Year 6 also have other voluntary roles, such as reading with Reception pupils, being tour guides.</p> <p>Q: How do you ensure that pupils vote democratically? What does it mean?</p>		<p>KSO 1, 2</p> <p>KSO 2</p>

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	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Link to DPS PPG Strategy for 2023/24 	<p>KSO 1, 2, 3</p>
<p>4.</p>	<p>School Development Plan (SDP), Monitoring and Consultation</p> <p>a. Reports from LAB Members on focus areas The LAB received visit reports from LAB members for their responsibility areas:</p> <ul style="list-style-type: none"> • EY Reading and Phonics SA 9/11/23 • Science NB 10/11/23 • Maths NB 8/12/23 • SEND TE 1&8/12/23 • Transition and curriculum DP 14/12/23 <p>b. Feedback from LAB Members The LAB received peer feedback from allocated LAB members:</p> <p>Science (Reviewer: TE)</p> <p>Q: Are pupils wanting more science lessons?</p> <p>A: Yes. They are excited and explain theoretical concepts, but balance is needed.</p> <p>SEND (Reviewer: SA)</p> <p>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.</p> <p>Phonics (Reviewer: DE)</p> <p>There were no questions. DE stated that it was interesting to see the different approaches and inputs.</p> <p>Q to AL: Are you getting what you need from LAB member visit reports?</p> <p>A: Yes. The quality has improved. There is lots of detail in the reports and they are helpful.</p> <p>Transition and Curriculum (Reviewer: IP)</p> <p>Q: To what extent are the children prepared for linear learning?</p> <p>A: They sit on the carpet and then ‘go and do’. It is not like this in Reception.</p> <p>Q: In Year 6, how are pupils being prepared for prep work?</p> <p>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</p>	<ul style="list-style-type: none"> • Updated LAB member responsibility areas • Visit reports from: <ul style="list-style-type: none"> ○ SA for EY reading and phonics on 9/11/23 ○ NB for science on 10/11/23 and maths on 8/12/23 ○ TE for SEND on 1&8/12/23 ○ DP for transition and curriculum on 14/12/23 • Link to 2023/24 SDP • Allocations for visit report feedback email from TE • Link to 2023/24 annual plan of work for the LAB 	<p>KSO 1, 2, 3</p> <p>KSO 1, 2</p>

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	<p>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.</p> <p>TE agreed to send dates of school events that LAB members were welcome to attend.</p> <p>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.</p>		VC, TE
8.	<p>Concluding Business</p> <p>a. Confidentiality The LAB noted a confidential staffing matter.</p> <p>b. Future meetings The LAB confirmed dates of meetings for the remainder of the academic year:</p> <ul style="list-style-type: none"> • Wednesday 8 May 2024 at 6 p.m. • Wednesday 10 July 2024 at 6 p.m. <p>AL gave apologies for the meeting on 8/5/24.</p> <p>ACTION: All to note dates of future meetings.</p>		All

The meeting ended at 7.45 p.m.

Chair:

Date: