

Safeguarding

Safeguarding Lead: Mrs Natalie Harvey and Mr Adam Cornes

Governance and statutory oversight of safeguarding lies with the trustees. The strategic lead for safeguarding in DSAT is Nevine Towers. However, local boards are 'our eyes and ears', the protection of children is the core of this. We invest in training to provide LSBs with more incredible skills in this area. We cannot think of a more critical task for an LSB than bringing together their local community knowledge and knowledge of school practice to ensure that safeguarding is at the core of what we do. The LSB has access to all relevant information, including the audits that DSAT complete centrally. The LSB always asks, "Do the audits reflect how the local community view safeguarding at the school?"

Curriculum and School Performance

Lead: Mrs Nevine Towers and Mr Kevin Johnson

DSAT's school improvement protocols mean a school has support visits throughout the academic year. The Record of Visit will typically focus on the many positive elements we see, but the purpose is to identify areas where support is required. These ROVs (Record of Visits) provide information that can assist the LSB in asking the right questions at LSB's meetings. LSBs can have data to be a better 'critical friend' influencing the outcome, not just reviewing it. The LSB is critical to asking the right questions about school progress, understanding the priorities, and ensuring the community's needs are met. Feedback from LSBs has been very positive regarding the training we provide. Good data is only meaningful when it is understood. DSAT aims to ensure through training and coaching that LSBs understand the information to which they have access. LSBs are not required to pass comments on classroom practice, judge teaching methods or assess the perceived quality of teaching. DSAT expert practitioners will provide the LSB with this information where it is relevant to do so. At every LSB meeting, the group ask, "Is this school delivering positive progress for every pupil" asking, "Are relationships with the community and parents supporting this progress?"

Behaviour and personal development

Lead: Mrs Kathryn Morgan-Grice

At Flanderwell we want to develop 'the whole child' and personal development in given equal importance to academic performance. LSBs will support leaders to explore how the curriculum supports the personal development of all children, particularly the most vulnerable. Leaders will provide the LSB with information regarding the personal development of pupils including how we support the children's behaviour and attendance. At every LSB meeting, the group ask, "Is this school delivering positive progress for every pupil" asking, "Are relationships with the community and parents supporting this progress?"

Community

Lead: Mrs Joanne Wass

Flanderwell values parental and community engagement. The local school board will review the impact Flanderwell has on engaging families and the wider community. Specific areas to review will be to explore the outcomes of any DSAT Parental Survey that is launched across all schools, and the outcome of the parental questionnaire forms a discussion for the local board for local action. Other areas to review are the current initiatives in place to engage the local community and the impact they are having on the whole school population.

