



*Welcome to the new school year and to our new students*

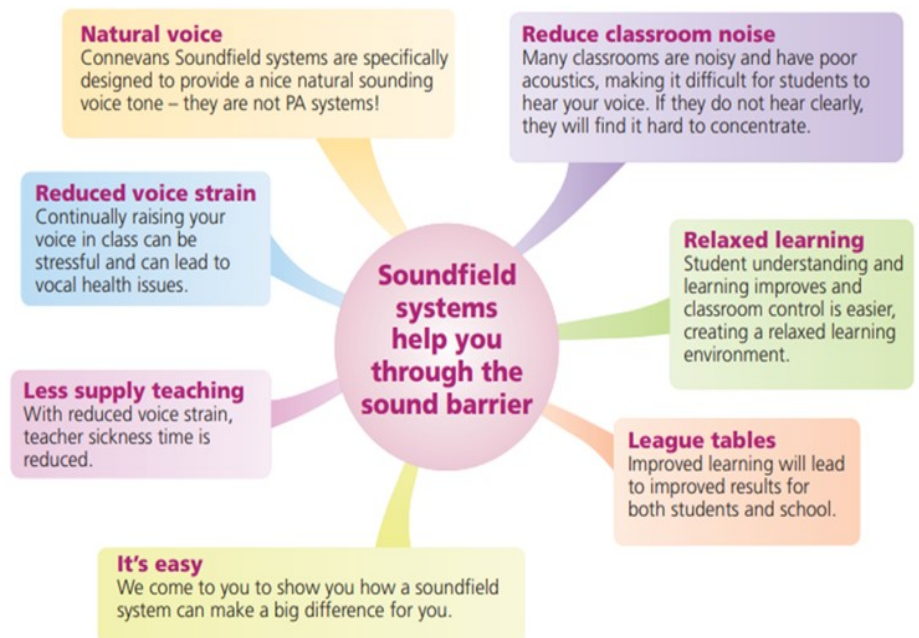
## **Solving Classroom acoustic issues to facilitate better learning**

*By Andrew Flett*

Early last school year I performed a science link governor visit to see the children in Class 3. I observed them for an hour in the afternoon. The theme was the definition of life - 5 things - grow, eat, adapt, feed, reproduce. There was excellent participation and volunteering of answers to questions with plenty of energy and enthusiasm from the children. Quieter children were actively encouraged to participate. Making mistakes was encouraged and rewarded as a mechanism of learning. A short BBC cartoon was shown to reinforce the ideas discussed. I was struck by how difficult it was to hear the video despite it being on full volume - It was only audible when everyone had stopped moving/murmuring. Likewise during the discussions, at times the teacher's voice was difficult to make out if the children were fidgeting or moving around even if the Teacher was speaking very loudly. I did some reading around this problem and saw reports from other schools about Soundfields. A **Soundfield system** is an amplification system that provides an even spread of sound around a room (like a surround sound system you may come across for your television, but linked to the teachers microphone). This is beneficial for all children including those with hearing problems, as everyone can hear the teacher's voice clearly from wherever they are seated, even if the teacher is facing away from them. The teacher doesn't need to speak loudly to reach everyone and in fact can speak in a relaxed tone reducing teacher stress and improving interaction with the children.

I discovered that the National Deaf Childrens Society facilitate loans of these systems and discussed it at the governing body resources meeting, I put Mr Goldsworthy in touch. The system was delivered and set up within a couple of months and its benefits were clear from day one. Subsequently, Mr Goldsworthy was able to find Chloe's and Sophie's Special Ears Fund charity who visited the school and agreed to pay for the system and perform a survey of the school acoustics. I'm sure you all will have seen the "clouds" in the hall which have significantly improved sound dampening.

As a governor and parent of children at Cheriton, it was most rewarding to have been able to help identify a problem and facilitate its solution with a real impact on the kids, the teachers and on learning. I was also very impressed with how the school reacted to these observations so quickly and the enthusiasm and timeliness with which they responded.



## **Parents Evening**

Many Thanks to all of you who took the time to respond to Governors at the last Parents Evening. Your comments were collated and given to Mr Goldsworthy who has implemented the following:

**Reports** End of year reports will be more concise, focusing on key subjects and areas for improvement. They will also be earlier in the Summer Term to allow for more Parental Feedback.

**Dojo.** Clear rules as to what it should and should not be used for.

Next Parents Evening governors will focus on School Achievements, future goals and Safeguarding.

## Farewell to Governors

We have had two governors leave at the end of last term. Rev Graham Bowkett and Brenna Weston Bell. We would like to thank them for all their contributions to the School. They will be missed.

We now have one vacancy for a Co-opted Governor. The Governing Body is made up of the Head Teacher and:

Parent Governors—those with children in the school and elected by parents,

Staff Governors—elected by the Staff,

Co-opted Governors—People, who in the opinion of the Governing Body, have the skills required to contribute to the effective governance and success of the school.

Local Authority Governors—nominated by the Local Authority

We would welcome applications from anyone prepared to take on this important role and give their time and commitment to helping us to continue to improve the school's performance. Our Full Governing Body (FGB) meetings are held twice a term on a Wednesday evening at 7.00pm and you would also be expected to work on one of our two committees (held at 5pm and 6pm) which meet two weeks prior to each FGB meeting. Attendance at committee meetings is important so we ask that you consider your availability before applying. In fulfilling their role, Governors also make regular visits to the classes during the school day.

Guidelines and information for prospective Governors can be found on the Hampshire County Council website at <https://www.hants.gov.uk/educationandlearning/governors/volunteer>. Please note that for the protection of children all Governor appointments are subject to a vetting process and identity check

## Anti bullying Policy



Currently the 'Anti-Bullying' and 'Pupil Behaviour and Discipline' policies are being reviewed by the Governing Body.

The Governing Body reviews, monitors and evaluates the impact of school policies and on visits to the school observes how policies are working in practice.

- Reviewing - We consider e.g. any changes in legislation or incidents reported,
- Monitoring - We may gather evidence from governors, staff, pupils and parents/carers.
- Evaluation - We ensure that the impact of the policy is making things better for our pupils, amending a policy as necessary for this to be the case.

In gathering evidence, two governors recently met with the School Council, which has elected representatives from each class. School Council reps had the opportunity in class time beforehand to discuss some key questions around school behaviour and 'feeling safe' with their peers so they were well informed for the meeting and were able to share frank, honest and open thoughts about how the policies currently work in practice; both strengths and some areas which might be further developed.

The pupils involved took this responsibility seriously and were a credit to the school. A member of staff who helps oversee the work of the council was also available to explain a new initiative currently being trialed. Thoughts and questions raised in the session were shared with Mr. Goldsworthy and staff and talked through in the Learning Committee with some actions to consider.

We now wish to extend the evidence gathering process to include the views of Parents and Carers in relation to this Policy.

**A copy of the current Anti Bullying Policy can be found on the school website <http://www.cheriton.hants.sch.uk/policies-key-documents/> and will be posted on the notice board by the school entrance.**

**Governors would very much value any thoughts/ feedback parents and carers might have to help us with the review of this Policy.**

**Please drop a note or email with your comments on the Policy, into school before the 19th October headed :**

**F.A O. Governing Body (Anti-Bullying Policy feedback)**

Thank you

## What the Governing Body Does

The Governing Body's main tasks are to: set the aims and objectives of the school, support and challenge the school's leadership, ensure that pupils receive high quality education, oversee all financial matters relating to the school, plan for future development and improvement.

Governors are responsible for appointing the Headteacher and also supporting them in their leadership role. Although they do not manage the school, they do help to set the strategic direction the school will take, assist in drawing up policies, objectives, targets and monitoring of the school's finances.

You can contact governors through the school office [adminoffice@cheriton.hants.sch.uk](mailto:adminoffice@cheriton.hants.sch.uk)

Governors are volunteers who receive no pay for their role.

*We welcome any comments you may have on the direction of the school and encourage all parents to engage with us so that we can learn from you and improve the school for future generations.*