

# MITHIAN SCHOOL GOVERNORS

## NEWSLETTER 2020



This newsletter summarises the monitoring carried out by the Governing Body during Governors' week in January. If you have any questions regarding the newsletter please contact:  
Mrs Garbett (Headteacher) or Miranda Field (Chair)

### **Attendance and Punctuality, Behaviour, Safeguarding, SCR & ICT**

**Safeguarding** - Discussed with the Headteacher how the new Child Protection On-line Monitoring System (CPOMS) is having a positive impact upon safeguarding reporting. The Headteacher has completed 'train the trainer' training and this has been successfully rolled out to Teaching Assistants. The new on-line reporting system is being embedded across the school. The annual 175 Safeguarding Audit will be completed in February and actions will be followed up by the Safeguarding Governor. OFSTED inspections and the County annual audit state that Mithian School is a safe school and evidences that all areas of Safeguarding are followed.

The **attendance** monitoring folder was reviewed. Registers are now completed online by class teachers. School starts at 8.55.am. The register closes at 9.05.am. and children arriving after this time will be marked as late on the online register. Children who arrive late on occasions are monitored and teachers will discuss this with parents, as it impacts on the start of the day. Data from the DfE Census will highlight there has been a decrease in our attendance percentage. This is due to persistent absence and the school is working with The Education Welfare Officer to improve the attendance statistics which impacts on the pupils.

There is a rigorous process in place at Mithian School for monitoring poor attendance. Parents taking term time holidays continue to be an issue and this has an impact on progress. Onward referrals to EWO could be made if improvements in attendance are not seen. I am confident that the school is monitoring this regularly and managing poor attendance efficiently.

For **punctuality** monitoring purposes, the late book has been reviewed and strategies to improve persistent latecomers in place. There appear to be several families whose children are arriving at school after 8.55am. The impact this has is not just on their child but the wider class and school community. Parents of latecomers should be aware that a prompt start to the school day is most important for the whole school community. One child arriving late in a class not only puts that child at a disadvantage, but also disrupts the lessons for other class members. Parents should accompany their children into school and sign the late book. It is unacceptable to expect late children to be dropped off without any explanation from the parent and an associated note in the late book. As a part of the OFSTED inspection framework, huge importance is placed on punctuality.

**Single Central Record (SCR)** The SCR has been audited by County. This is done regularly to ensure the system and checks undertaken are compliant. The safeguarding governor works with the school to monitor this. **It should be noted that OFSTED were very complimentary about the Single Central Record held at Mithian School.**

**Attitudes for behaviour for learning** -Time was spent in each classroom observing the behaviour of the children and ensuring all children were attentive and engaged. All children that I spoke to said that they really enjoyed their lessons and they were all very enthusiastic!

Behaviour at Mithian School continues to be excellent. For break times, older children become play leaders for the younger ones.

#### **ICT**

I met with the ICT Lead to discuss ICT plans and provision. The new screens in each classroom are installed and working well. Reception have yet to have their screen installed but this will take place soon and was only delayed due to the special features of the screen .

The Laptops used in class work need replacing soon and the school has been looking at several options for new ones. Watch this space!

The ICT Lead is looking at options for E-Safety for parents. Mithian School has always encouraged parents to ensure their children are 'internet safe' through assemblies and parent workshops.

ICT has two functions. It forms a part of the curriculum such as teaching ICT as a subject for example, programming skills and also that it is embedded across and enhances, the whole school curriculum.

## **Miranda Field**

### **Health & Safety**

The school use the TPAT reporting system for reportable accidents and the school based system for more minor injuries. Staff also let parents know via Seesaw and/ or letters detailing symptoms to be aware of if appropriate.

Staff are trained to the relevant levels in First Aid and more than meet the statutory First Aid requirements.

Further additional Safeguarding training has been identified for specific subjects that could prove very useful & the Head is going to look into this.

Fire Drills have been carried out regularly and have incorporated different times of day to practice different scenarios. The Head is also looking into the possibility of practicing the Lockdown.

A walk round of the premises & grounds was undertaken to pick up any health & safety issues and reported to back to the Head and Helpdesk. There were no major issues arising from this.

## **Sonia Jenkin-White**

### **Physical Education**

Mithian School continues to provide a wide range of 'active clubs'. These include a variety of sports clubs and also other physical / healthy active outdoor clubs such as gardening and 'girls active' to target pupils who may not choose to join the sports clubs. Daily after school sport and activity clubs change each term.

The school day starts with Wake and Shake where all children complete 5 minutes of activity each morning.

Huff and Puff / play equipment is available to all in the playground.

Playground leaders – lead structured activity for infants which has resulted in a visible reduction of children 'sitting' at breaks

The PE curriculum is broad and includes gymnastics, dance and athletic activities.

Mithian uses the Sport Premium Funding to further increase the quality of sport provision and the teaching and learning of physical education, as well as providing opportunities for all of the children.

A specialist PE teacher plans, teaches and assesses the children alongside our other staff and this has improved standards and created sustainable provision across the school.

Staff voluntarily run after school enrichment clubs but additional funding enables us to offer more of these each term using external providers and coaches.

Year 5 and 6 bikeability courses increase cycle ability and safety.

The school achieved the Silver Quality Mark Award from the Youth Sports Trust.

Mithian does well in competitions in all areas of sport and PE and have won competitions on several occasions with pupils selected to represent the county.

In addition to interschool competitions there have been more interschool festivals providing opportunity for participation by all.

There is evidence that engagement in activities such as 'fun fit' and 'girls active' has led to improved thought processing, social skills, attention, literacy and school attendance.

School swimming is for all children for one term every year. It is a credit to the school to have so many children who are able to swim confidently and many who compete so well.

TPAT Assessment Tool tracks progress of fundamental movement skills. Through the year groups, drills are used to improve balance, agility and co-ordination. These fundamental drills are built on and lead to the development of transferrable skills, which improve sport.

PE lessons cover a range of sports, encouraging participation, teamwork, sportsmanship, motivation and leadership skills

There is continuous monitoring and audit of the provision in PE and the Sport Premium Funding will be used to support future areas of development.

Despite being a small school, Mithian School continues to do very well in competitions in all areas of sport and PE. This reflects the sustained quality of provision of active clubs and sporting opportunities.

## **Liz Rayner**

### **Art, DT and Music**

The curriculum for Art, DT and Music and how this develops the children's knowledge, skill, progress and achievement in these areas was monitored.

Topics, events, focus days and weeks (e.g. Art Week) link to the community and important events. Local artists also visit the school.

Changing from 4 week topics to half term each for Art and DT allows time for greater depth learning in each area e.g. cooking, making things and sewing.

There is an effort to build skills year on year rather than repeating skills previously learnt e.g. progress from identifying and using primary colours to colour mixing and matching, or from identifying different techniques to selecting appropriate equipment for the desired project.

The school choir will perform again at Songfest event in March.

Funding provided by First Access Grant, and teaching from Cornwall Music Education Hub introduced teachers and students to the basics of music production and live recording using classroom IT equipment.

Bandlab gave students in Year 5 & 6 the confidence to engage more with music making through technology

Music is used across other subjects e.g. 'super movers' songs to teach reading techniques and times tables.

Music assemblies use technology to provide backing for singing rock / pop songs chosen by the students and songs linked to school events. The students are fully engaged and loving their music sessions.

## **Liz Rayner**

### **Maths**

The school target is to sustain current KS1 and KS2 high attainment levels and continue to improve progress and confidence of girls across the school.

Termly monitoring using assessment tool is used to plot individual's progress against themselves and ensure a positive progress score.

Progress at KS2 is in line or above National progress.

Maths clubs target selected pupils.

Support and advice for staff is available and provided by the Mithian Maths Lead and by the Maths Hub to develop TPAT to a teaching programme to obtain the best possible progress and achievement for all Mithian students.

Individual programmes have been developed within maths to promote progress for all children, including with additional needs as well as pupils achieving greater depth maths.

## **Liz Rayner & Chris Bones**

### **Literacy**

The literacy curriculum is focussed upon developing reading and writing skills.

From reception a strong emphasis on the use of phonics, coupled with clear reading strategies( VIPERS) enable the children to foster a love of reading from an early age. This in turn enables them to access subject matter across the whole curriculum and equips them for continuing secondary education.

For writing skills the intention is that all pupils are able to plan, revise and evaluate their writing. Writing is linked to topics in order to inspire and motivate children to write in meaningful, relative contexts.

There are active workshops with parents to support the teaching of phonics and effective reading strategies at home. There are also writing clubs to challenge the more able pupils as well as extra help with phonics and spellings.

It is also intended that children leave school being able to produce work in fluent and joined cursive handwriting.

Success can be quantified by the excellent YR6 SAT results.

## **Amanda Manley**

### **Science**

The Science Lead has attended a Science Assessment session where the focus was on systematic teaching and assessment.

The Inspire curriculum has provided the structure for topics at Mithian for a number of years and has been based on delivery of each topic over a 4 week period. These topics are to be extended to 6 weeks duration to provide time for Science, and other subjects (such as Art, Music, DT) to be taught in more depth as part of every topic. This will provide time in each topic for regular 'cyclical' learning.

The curriculum is being developed in line with the revised National Curriculum which requires more preparation/tailoring to suit each cohort.

The Science curriculum is being designed by staff to meet the new Ofsted framework for all schools.

TAPS (Teacher assessment in Primary Science) assessment system is to be used at Mithian to provide benchmarking of assessments. Consistent assessment across classes remains a focus of the Science Lead. The successful Science Week that has been run in previous years is currently under review in relation to systematic (cyclical) teaching and assessment.

The Science Lead ensures that delivery of Science continues to evolve to meet changing curriculum and inspection requirements

## **Tom Teagle**

## **SEND**

Record of Need and On Alert registers are up to date, and Provision maps reviewed regularly. Governors monitor individual children's provision via paperwork and pupil interviews.

Record of Need, On Alert Register, and current trends are monitored.

The impact of SEND provision was observed. External professional advice is sought when appropriate.

Strategies in place for pupils with SEND has had positive impact.

Children are receiving good, targeted support and intervention, which is resulting in good progress. The SENCO taking measures where further input needed.

**Jane Guttridge**