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Governor Newsletter
Summer 2018

Dear Parents, Carers, and Staff,

Welcome to our Summer term newsletter. We would like to share with you some of the achievements from this year.

The Headlines:

- Actions set on the whole school development plan for 2017-18 have been completed.
- Despite a number of support systems put in place by the school, there are still a number of persistent absentees.
- Pupils have made good progress against their starting points.
- There have been year on year improvements in the percentage of pupils achieving a 'Good Level of Development' at the end of Foundation and the percentage of pupils passing the Phonics test at the end of Year One.
- Thank you to all the staff and volunteers for their hard work during the year.

Whole School Progress

Below are the priorities we have been working towards during 2017/18 with notes and quotes to demonstrate how progress has been made:

1. Complete Preparations for Transition to Primary

- Miss Ducker has led the Phase 2 team in planning and preparing for transition to Primary - Training sessions, meetings, visits and courses have updated staff with expectations of the year 5/6 Curriculum and Year 6 SATs.
- Year 6 classrooms and resources are prepared for September.
- Many staff are trained to teach until the end of Year 6 and have prior experience working with this age group.

2. Further develop the structure and Effectiveness of Governor Link Visits

- Throughout the year Governor Link meetings took place with Early Years / KS1 and KS2 leaders, SENDCO, Inclusion and Safeguarding Leads and Subject leaders for Mathematics, English, Science and Computing.
- Additional Subject Link meetings for the remaining National Curriculum subject areas are planned to commence in the autumn term.
- Link meetings continue to provide governors with the opportunity to monitor and question the provision across the school for teaching, learning and pupil progress
- Governors have a greater understanding of the expectations of each subject and how staff plan for, and access the curriculum.

3. Develop the support and Training for Teaching Assistants

- Monitoring shows a strong teacher and teaching assistant relationship across the school.
- Evaluations show that teaching assistants work effectively with targeted pupils both in and outside the classroom and greatly contribute to the good progress achieved by all pupils.

4. Improve the Attendance of Pupils who are regularly absent

- The Attendance Policy was reviewed to provide clarity regarding unauthorised absence and the issuing of penalty notices.
- Monitoring of whole school, class and individual pupil attendance is carried out regularly and The Education Welfare Officer conducts a half termly review of attendance - parents are informed if attendance drops below 92%.
- Targeted support for those families who struggle with attendance/punctuality.

5. Further develop the Camestone Values programme and the Teaching of British Values

- 40th Anniversary celebrations took place on 29th September 2017.
- Golden Coin Rewards continue to promote positive behaviour at lunchtime.
- *"The values education and the school's behaviour policy are clearly having a positive impact on the already high expectations within the school"* (Borough Advisor March 2018).
- Internet safety sessions (for parents) and assemblies (for pupils) were run by Bedfordshire Police in response to parent concerns regarding the use of social media by pupils.
- The values for this term have been Happiness and Positivity.
- Thought for the week launched at the beginning of this term. Some of the thoughts your children have been discussing this term:
 - "Every morning is a new chance"
 - "Accept and respect"
 - "Don't raise your voice, improve your argument"
 - "Believe you can and you are half way there"

6. Continue to Enhance the Progress of all different groups of pupils with particular focus on disadvantaged pupils, including the more able disadvantaged.

- Revised process for monitoring teaching and learning implemented.
- The Foundation Stage area was redeveloped to enable the Early Years curriculum to be accessed inside and outside the classroom – focussed learning and physical play is available throughout the day.
- *"The new outdoor area is excellently resourced and extends learning very effectively"* (Borough Advisor March 2018).
- EYFS staff are working in partnership with other schools to share best practice.
- Camestone are supporting the School Readiness Project and participating in The Communication Friendly Award - both Bedford Borough initiatives.
- Involvement in the SEND Action Research Project (Bedford Borough) to develop assessment measures to determine the progress of SEND pupils.
- Disadvantaged Pupils Project – Barriers to learning have been identified and information gained is used to support learning of individual pupils.
- *"The school has an excellent system of pupil attainment and progress tracking, including the full range of pupil groups. Staff and school leaders use the data particularly effectively through pupil progress meetings"* (Borough Advisor March 2018).

Whole School Attendance

School Attendance for the year (September – June) is 95.49%, this is similar to last year's figures and there continues to be a number of unauthorised absences, predominantly due to term-time holidays. National figures for Primary schools was 96% in 2017.

Ofsted identified a clear link between persistent absentees (those with less than 90% attendance) and lower than average academic progress. Therefore, the school will continue to develop ways to encourage good attendance and work with the Education Welfare Officer to support and challenge families whose children have poor attendance.

Please ensure your children are in school and on-time (unless they are unwell). Children should be in the classrooms ready to learn at 8.50am.

A reminder that the school Attendance Policy was revised by the Governing Body in October 2018. From September 2018 holidays in term time will be unauthorised and you may be issued with a penalty notice.

Pupil Progress

Early Years Foundation Stage (EYFS)

Foundation Stage assessment is based on Early Learning Goals. Early Learning Goals are assessed in the key areas of Communication and Language; Personal, Social and Emotional Development; Physical Development; Mathematics; Literacy; Understanding the World, and Expressive Arts and Design.

This year 43% of pupils started school at the 'typical' level of development or above. At the end of Foundation Stage 68% of pupils have reached a 'Good Level of Development' (based on 5 out of the 7 areas of learning). This compares with a 2017 national figure of 71%.

The OFSTED report 2017 noted the following: "Children in Early Years at Camestone make good progress from starting points that are generally below, or well below, those typical for children of their age", "Some children, too, are not 'school ready'. This is sometimes because they have little or no previous experience of working and playing together in a setting".

We look at the progress the children have made during the year. Children are expected to make 4.5 points progress. On average this year Foundation children have made the following points progress:

Early Learning Goal	Average Points Progress (4.5 is expected)
Listening and Attention	4.5
Understanding	4.9
Speaking	5.4
Reading	5.5
Writing	5.4
Relationships	4.9
Self Confidence and Self awareness	5.0
Managing Feelings and Behaviours	4.7
Number	4.9
Shape, Space and Measure	4.8

Our congratulations go to the Foundation Pupils for the excellent progress made.

Key Stage 1 Results

Phonics Testing (Years 1 and 2)

Phonics testing is a national test for year 1 pupils that requires them to read 40 real and nonsense words. The test is repeated in Year 2 for those who have not achieved the standard in Year 1.

Traditionally Year 1 results have been below national average at Camestone rising to national levels by year 2.

- For the 5th year in succession the phonics testing results have risen at Camestone in Year 1.
- Year 1 Phonics test results have risen to 75% Pass (73% in 2017). 2017 National (81%).
- Year 2 Phonics test results 88% Pass (88% in 2017) 2017 National. (92%).

The Year 2 SATs Results

We are pleased to report the following results.

	% Achieving the expected level	2017 National Results
Reading	72%	76%
Writing	67%	68%
Maths	81%	75%

At the end of Foundation Stage 48% of these pupils had reached a 'Good Level of Development' (National 67%). Therefore they have made excellent progress in KS1

Congratulations to all Key Stage 1 pupils.

Pupil Progress - Years 1 – 5

At the end of Year 6 the National expectation is that 65% of pupils will be working at the 'expected' level. (2017 National average at year 6 was 61%)

The figures below show the % of pupils currently working at the expected level for their age at Camestone. In addition, pupils make accelerated progress at Camestone as the % that enter the school 'below typical' in Foundation is high.

	% of Pupils working at the Expected Level or above 2017/18			The % working at the Expected Level (GLD) when they completed Foundation Stage
	Reading	Writing	Maths	
Year 1	66%	71%	71%	53%
Year 2	72%	67%	81%	48%
Year 3	81%	76%	83%	57%
Year 4	79%	81%	79%	59%
Year 5	65%	60%	81%	38%

It is widely recognised that there is a significant increase in the level of the depth of understanding required to achieve 'expected' in the Upper KS2 curriculum (years 5 & 6).

We look at the progress the children have made **during** the year. Children are expected to make an aspirational 4.0 points progress. On average pupils in years 1- 5 have made the following points progress this year.

	Average Points Progress (4.0 is expected)		
	Reading	Writing	Maths
Year 1	4.7	5.1	4.7
Year 2	4.4	4.4	4.7
Year 3	4.2	4.3	4.3
Year 4	4.1	4.0	4.1
Year 5	3.7	3.6	3.8

All pupils should be very proud of the progress they have made. Well done.

The Governing Body scrutinize the Progress Data for the school termly. The results above are for **all** pupils in a year group. However, it is important to note that the progress of **groups** of pupils are looked at in detail to ensure that children are being treated equally and that the method of teaching does not disadvantage any groups of pupils. We look in detail at the progress of the following groups of pupils:

Male, Female, Pupil Premium, Persistent Absentees, English as an Additional Language, SEND, Summer Born (Younger pupils in the year) and More Able.

Inevitably some children feature in multiple groups.

From our analysis of the data and Governor monitoring visits we are confident that there are no groups of students being disadvantaged by the curriculum or methods of teaching at Camestone. Governors are confident that senior leadership and staff have a good knowledge of individual pupils. The monitoring and assessment procedures are robust and they are able to pinpoint gaps in pupils understanding and identify support required. Transition between year groups is carefully planned and knowledge of pupils is shared to provide continuity and consistency of expectations for pupils as they move through the school.

We would like to thank Mr Stanyard and all staff for their hard work, dedication and commitment to the school and the pupils throughout the year.

Other News

- **Volunteers**

The Governing Body wish to take the opportunity to thank all the volunteers who support the school. Your support enables the school to enhance the children's experiences and enriches the education they receive. Thank you.

Our special thanks go to Kara Powell who has announced her intention to step down as Chair of the PTFA in October. Kara has been Chair of the PTFA since October 2011 and has, with the support of many volunteers, organised many events and raised over £40K for the school. Thank you.

- **Governing Body Business.**

We have pleasure in welcoming Mrs Katherine (Kitty) Sams to the Governing Body from July 2018 as a Parent Governor. Kitty brings a wealth of experience of community involvement.

- **Staff leaving Camestone**

We would like to thank Ms Michelle Elliott and Mrs Carly Plant for their hard work and commitment to Camestone over the past nine and four years respectively, and wish them both all the very best well for the future.

We would like to thank Mrs Cathie Aitchison for her commitment to Camestone School during the past 26 years and wish her the very best for her retirement.

We wish all staff, pupils and their families a relaxing and enjoyable summer holiday.