



Camestone Lower School Governing Body

Summer Term Newsletter 2016

Dear Parents, Carers, and Staff.

We would like to share with you some of the achievements from this year and plans for the next academic year:

Whole School Progress

Senior Leadership monitoring, Pupil Progress, Governor Visits and feedback from external agencies all confirm that there has been significant progress towards the whole school priorities this year:

1. Continue to raise the standards of reading across the school.
 - The revised phonics programme is taught effectively across the school.
 - Year 1 Phonics test results have risen to 68% Pass (63% in 2015).
 - Year 2 Phonics test results have risen to 88% Pass (83% in 2015)
 - Reading comprehension sessions are planned regularly across the school.

2. Introduce a values based education programme.
 - Inclusive values are evident in all aspects of school life.
 - Golden Rules have been implemented as whole school rules.
 - Feedback provides evidence that the values programme has enhanced the school community.
 - *"They will carry onwards all the values so richly learned at the school. All the pupils were wonderful, they make me proud to be a Governor of Camestone."* – Values Assembly 2016
 - *"Without exception the children were polite, respectful and confident."* – Governor Visit 2016

3. Continue to raise the standards and progress of vulnerable pupils.
 - Identification of pupils and needs ensures pupils are receiving focused interventions.
 - Pupils are being well supported to work towards their individual targets and monitoring confirms that pupils are being appropriately stretched.
 - *"Teachers use an imaginative range of strategies to support pupils effectively."* SEND Governor Visit 2016.

4. Embed the Framework of Assessment and monitoring across the school.
 - All staff are confident in making secure judgements on levels of attainment.
 - *"A recent pupil survey showed that pupils are able to articulate their learning and the progress they have made, showing pride in their work. Pupils were clear about knowing what they were working on to improve their work further."* Governor Visit 2016
 - An effective timetable of assessment and monitoring processes is in place to support good transition between year groups and feeder middle schools.

5. Develop the role of Assistant Head Teachers and Middle Leaders.
 - The Assistant Head Teachers role is clearly focused on monitoring and evaluating the effectiveness of teaching and learning.
 - *"Dedicated responsible team focused on individuals and learning."* - Consultant 2016
 - New subject leadership roles are in place, curriculum coverage monitored and standards evaluated.

Pupil Progress

Early Years Foundation Stage

Foundation Stage assessment is based on Early learning Goals. Early Learning Goals are assessed in the key areas of Listening and Attention (Understanding, Speaking, Listening and Writing), Relationships and Number

This year 36% of pupils started school at the 'typical' level or above. 48% of pupils have reached a 'Good Level of Development' (based on Early Learning Goals) at the end of Foundation Stage. This compares with a 2015 national figure of 66%. We have found the results for Foundation Stage change year on year depending on the level of development the children have when they start in September.

With this in mind we look at the progress the children have made during the year. Children are expected to make 3.5 points progress. On average this year Foundation children have made the following progress

Listening and Attention: 5.6 points progress

Relationships: 5.8 points progress

Number: 4.9 points progress

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

Years 1 – 4

The new national curriculum and new framework of assessment has now been fully implemented across years 1 – 4. Each child is expected to make 3 points progress in a year. At Camestone we set an aspirational target of 3.5 points progress. On average this year the children have made the following progress

	Average Points Progress		
	Reading	Writing	Maths
Year 1	4	3.9	3.4
Year 2	4	4	4.4
Year 3	3.4	3.4	3.4
Year 4	4.2	4.3	4.4

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

At the end of Year 6 the National expectation is that 85% of pupils will be working at the 'expected' level. The figures below show the % of pupils currently working at the expected level for their age at Camestone. For Years 3 and 4 we are able to show the data from when they were in Year 2 albeit under the old curriculum (shown in brackets). Given that the new curriculum is widely recognised to be 'more rigorous' this clearly demonstrates progress made.

	% of Pupils working at the Expected Level 2015/16			The % working at the expected Level when they completed Foundation
	Reading	Writing	Maths	
Year 1	62%	60%	48%	57%
Year 2	62%	58%	77%	59%
Year 3 (2a+)	80% (52%)	80% (33%)	76% (45%)	38%
Year 4 (2a+)	79% (63%)	83% (40%)	85% (55%)	Comparable data unavailable

The Governing Body scrutinise the progress data on a termly basis, we assess the impact of initiatives, question any areas of lower than expected performance and analyse progress in a number of ways to ensure that there are no groups of children are being disadvantaged by the teaching practices in place. For example, you will note that Year 1 Maths results are slightly low. This can largely be explained by just one key element in the new maths curriculum that many pupils are not fully confident with at present. Plans are already in place to address this in Year 2 and for the future Year 1 pupils new strategies are planned.

The Year 2 SATs Results

This year saw the first SATs tests under the new National Curriculum. We are pleased to report the following results:

	% Achieving the expected level	2015 National Results (level 2a+)
Reading	62%	59%
Writing	58%	41%
Maths	77%	55%
Science	68%	-
Reading/Writing/Maths	52%	-

Given that the new curriculum is widely recognised to be of a higher standard this clearly demonstrates very good progress made. Unlike in Year 6, Year 2 SATs are marked internally and judgements made. Our results have been moderated by Bedford Borough and have shown that the Year 2 teaching staff have a sound understanding of the new curriculum and assessment criteria. Their judgements for individual pupils were accurate. The results also indicate that the pupils had been consistently taught the new curriculum well during years 1 and 2.

Well done to all the pupils and staff

Other News

Policies

Open Door Policy

At Camestone we are very proud of our open door policy, with all parents having direct access to the class teacher, family support worker and/or a member of the leadership team at the beginning and end of the school day. However, we would like all parents to note that it may not be possible to have a lengthy discussion with a member of staff immediately due to the operation of the school day. It may be necessary to arrange a time to meet. Similarly, if your discussion is of a sensitive or confidential nature it may be more appropriate to arrange a time to meet with the class teacher/leadership team privately at a mutually convenient time.

Attendance

School Attendance for the year is 95.45%. This is a slight improvement of last year's figures although the % of unauthorised absence has remained the same. National figures for Primary schools are 96% (2015). Therefore, the school will continue to encourage good attendance and work with the Education Welfare Officer to support families.

Conversion to Primary School

Plans to convert Camestone to a Primary School are well under way.

Work is expected to commence on the new 2 storey building early in December and continue until April. Full details of access arrangements to the school for pupils, parents and visitors during the building works will be advised nearer the time. Every effort is being made to minimise disruption to the school day (including drop-off and pick up times)

We are continuing our discussions regarding

- Development of a new Early Years Foundation Stage Play area to include a covered outdoor learning space.
- Improved school access (Year 3 end of the school).
- Staff car parking.

School Leadership Structure

Since the decision to appoint 2 Assistant Head Teachers last year, the Governing Body agreed to convert the school to Primary. Therefore a review of staffing has been necessary to ensure that we have an effective leadership structure in place as the school grows and faces new challenges.

In July the Governing Body agreed to appoint a Deputy Head Teacher who we plan will join the school January 2017.

The Assistant Head Teacher position currently held by Mrs Merritt will remain vacant and will be reconsidered before we become a full Primary School in September 2018.

In addition we have appointed a Personal Assistant to the Head Teacher. Mrs James will provide Mr Stanyard with administrative support, assist the leadership team and provide additional capacity in the school office.

Thank you

The Governing Body would like to formally thank Mr Stanyard and all staff and volunteers for their hard work, dedication and commitment to the school. As a Governing Body we receive many positive comments about the school and pupils from parents, visitors and Bedford Borough Representatives. Thank you.

The Governing Body would also like to express their thanks to Mrs Merritt whose passion for teaching, organisational skills and calm approach have benefitted many pupils, parents, staff and governors during her past 16 years at Camestone. We wish Mrs Merritt all the very best in her new role.

Year 4 leavers

We would like to wish our Year 4 leavers the very best and hope they continue to build upon their successes and achievements at their new schools.

Finally we wish you all a relaxing and enjoyable summer break.