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Governing Body  
Spring Term Newsletter 2019

Dear Parents, Carers, and Staff

Welcome to our Spring term newsletter. We would like to share with you some updates on progress towards the priorities for this year

### **The Headlines:**

- Good progress is being made towards the whole school development plan for 2018-19.
- Pupil Attendance continues to be closely monitored.
- We have achieved the Communication Friendly Schools Award.
- Year 3 – Year 6 pupils continue working towards the Pegasus Award Scheme to enrich their personal development.
- Foundation Stage staff are participating in the Unique Child Project.

Please find below an update on some of the activities that have taken place since January which contribute to the achievement of our current school priorities:

#### **1. Continuing to improve attainment and embed the Year 6 curriculum:**

- Home reading and whole class guided reading books have been purchased for Years 5 and 6 and whole class guided reading has been introduced for both year groups which enables texts to be studied more intensively and improve focus on comprehension questions.
- Collaboration with other local schools to moderate Key Stage 2 writing.
- Homework booklets have been purchased and are being used for weekly homework tasks.
- 10 minute SATs Buster booklets have been introduced for year 6.
- Staff training on assessment.

#### **2. Further develop classroom practice by achieving the Communication Friendly Schools Award (CFSA)**

**We are proud to inform you that we have achieved the status of  
'Communication Friendly School'**

Camestone School chose to work towards this award because we recognise the importance of supporting children's language development as a priority. Language skills are a key indicator of success in school and early intervention and support can make a real difference to children's outcomes. Pupils with poor language skills can be disadvantaged in all areas of the curriculum and we are committed to working towards closing this gap.

Some of the final feedback included:

- "The visit showed a drive by all leads which was evidenced in strong practice and reflective approaches."
- "There was overall strong evidence of commitment to development of practice to support Speech, Language and Communication Needs."
- "Evidence of high quality teaching and learning."
- "Evidence of effective practice against all aspects with ongoing developments and clear reflection on impact."
- "The involvement of pupils in the process was a tool used to enhance practice and one valued by those participating."

We would like to take this opportunity to thank Miss Wilson for her hard work and dedication in leading the school to achieve this award and all the staff involved in its success.

### **3. Improve attendance**

- Initiatives to improve attendance for some pupils continue to be implemented and the impact closely monitored.
- Attendance continues to improve and is currently 96.3% (March 2017 95.43%)

### **4. Develop and enrich pupils' personal development through the development of a broader, richer and extended curriculum.**

- Opportunities are being provided to support pupils personal and social development focusing on pupil's self-confidence, self-perceptions, perseverance, enquiry/questioning skills and personal effectiveness
  - Five Houses have been introduced at Camestone with two Year 6 House captains appointed to each house. Pupils stay in the same house throughout their time at Camestone. House assemblies meet twice each term with 2 teachers leading each house. Houses compete on Sports Day and there will be other opportunities throughout the year to organise children by house. "House assemblies are cultivating a sense of belonging and reinforcing British Values" – Governor Visit January 2019.
  - The School Council continue to meet regularly. With 2 representatives from each year Group. Year 6 pupils have been appointed to School Council Chair, Vice Chair and Secretary.
  - Year 6 monitors have been introduced at lunchtime. They monitor activities in specific areas of the school.
  - Enrichment – Children continue to participate in Golden Time activities on Friday afternoon. In Years 5 and 6 clubs have been introduced instead of Golden time. Children can choose from a variety of clubs including dance, drama, art, girls football, boys football, board games.
  - The Pegasus Award - This is similar to the Duke of Edinburgh's Award Scheme, but is available to pupils from Year 3. The award has a number of levels each lasting a year. All levels cover 4 themes, Healthy Living, Skills for Life, Helping Others and Exploring the

Environment. The award was launched in Camestone in November. The children have created their own targets and are starting to work towards their goals.

## **5. Continue to Enhance the Progress of all pupils**

- Staff continue to focus on the strengths and development needs of each individual child. Children who are not making the expected progress are identified and the appropriate interventions put in place. Parents in Year 1 have been provided with individualised lists of phonics to practice at home, based on recent assessments.
- Below are some extracts from governor visit reports this term:
  - Puzzle Day - "The activities promoted problem solving and developed logical thinking skills. Challenges also promoted working in teams".
  - "Specific dates had been chosen as a snapshot view of Maths teaching. The books were looked at for the set dates and staff had the opportunity to see visually the different approaches in each class and phase. This allowed for best practice to be shared and ideas to be generated"
  - "A good range of differentiation is evident, ensuring children's work is pitched at an appropriate level of challenge and support".
  - "Computing is taught through standalone computing lessons, but is also embedded throughout the curriculum, and this is key to enable pupils to develop knowledge, skills and understanding in meaningful contexts and to practise application of their skills." "There is a strong focus on teaching pupils how to keep safe online".

## **6. Enhance parental engagement through participation in the Unique Child Project**

- The Unique Child Project - This project is focussing on the improving progress and attainment for pupils in Foundation Stage through encouraging parent involvement. This links very closely with our School Aim – 'Exploring Learning Together'. We strongly believe working in partnership with parents is key to pupils' development.
- Early indications from those parents invited to participate is that it is having a positive impact on their child. Feedback from the first round of the project indicates that parents felt 'connected' to the school and had a better understanding of how their child learns.

## **Governing Body Business**

- Governor Roles and Responsibilities - Governors are now linked to subject areas and a programme of regular visits with subject leaders has been introduced. For a full list of Governors and their roles and responsibilities please see the school website.
- Mrs Michelle Sogga (Vice Chair of Governors) has become a Co-opted member of the governing body with effect from 30<sup>th</sup> January 2019.
- We have pleasure in welcoming Mr Mark Emms as Parent Governor. Mr Emms was elected by parent vote on 6<sup>th</sup> February 2019.

And finally....

**We would like to wish you and your families a relaxing and enjoyable Spring break**