



July 2019

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:

1. Actions set on the whole school development plan for 2018-19 have been completed.
2. Pupils have made good progress against their starting points.
3. The number of Pupils achieving a 'Good Level of Development' in Foundation Stage has increased for the 4th year in succession.
4. Year 1 Phonics screening has improved for the 5th successive year.
5. Overall attendance has improved and the number of persistent absentees has significantly reduced.
6. Year 6 SATs results reflected the predictions of Year 6 staff.

Whole School Progress

Below are the priorities we have been working towards during 2018/19 with notes and quotes to demonstrate how progress has been made:

1. Continuing to Improve Attainment

- Whole class guided reading sessions, introduced for Years 5 and 6, expose pupils to a range of texts and encourage more in-depth study and questioning.
- Staff attended various writing moderation training events.
- Foundation Stage results have improved for the 4th successive year.
- Year 1 Phonics screening has improved for 5th successive year.
- Year 2 SATs results are lower than the 2018 National Average figures, however, knowledge of the pupils in this cohort meant that predictions by staff were accurate.

2. Further develop classroom practice by achieving the Communication Friendly Schools Award

- We are proud to have achieved the status of 'Communication Friendly School' in March 2019
- Final feedback included:
"strong practice and reflective approaches",
"evidence of high quality teaching and learning",
"strong commitment to develop practice to support Speech Language and Communication Needs."

3. Improve the attendance of pupils who are regularly absent

- Foundation Stage attendance has improved significantly following communication with parents on the importance of good attendance.
- Parents continue to be informed if their child's attendance drops below 92%.
- The percentage of persistent absence has reduced from 12.8% in 2018 to 7.2% in 2019.

- Over 60 pupils have significantly improved their attendance since September – well done.

4. Further develop and enrich pupils' personal development through the development of a broader, richer and extended curriculum.

- Opportunities were provided to develop pupils self-confidence, self-perception, enquiry/questioning skills and personal effectiveness, including:
 - House system introduced with House Captains and house assemblies.
 - Pupils given roles and responsibilities in school.
 - Clubs introduced for Years 5 and 6 including, drama, art, dance, boys/girls football.
 - The Pegasus Award was launched in November 2018.
 - Varied activities such as Bikeability, live music concerts, theatre shows, sports festivals and competitions, PGL Residential, camp out and visit to local care home.

5. Continue to Enhance the Progress of all groups of Pupils

- Children who are not making the expected progress are identified and appropriate interventions put in place to aid closing the gap with their peers.
- Analysis has shown that in 2018/19 the average progress for disadvantaged pupils was the same as that of 'all pupils' in the key areas of Reading, Writing and Maths across the school.

6. Further enhance parental engagement in the EYFS with participation in 'The Unique Child Project'

The project aim was to raise outcomes for disadvantaged & EAL pupils in Bedfordshire, Luton and Milton Keynes through improving parental engagement, refining the quality of provision and developing practitioner skills in communication and literacy.

- Increased positive relationships and partnerships with parents.
- Improved outcomes for children through parent participation.
- "The families involved have been good advocates of the project and are highly involved." – Unique Child Mentor Visit.
- New reading resources have been provided through the project.

Whole School Attendance

Overall attendance has improved by 0.7%, from 95.5% in 2018 to 96.21% in 2019.

The percentage of persistent absence has reduced from 12.8% in 2018 to 7.2% in 2019.

Well done to all pupils who have worked hard to improve their attendance.

Ofsted identified a clear link between persistent absentees (those with less than 92% 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.

A reminder that the school Attendance Policy was revised by the Governing Body in October 2018. Term-time holidays are 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 (Listening and Attention, Understanding, Speaking).
- Literacy (Reading, Writing).
- Mathematics (Numbers, Shape, Space and Measures).
- Personal Social and Emotional Development (Self Confidence and Self Awareness, Managing Feelings and Behaviours, Making Relationships).
- Physical Development (Moving and Handling, Health and Self-care).

This year 48% of pupils started school at the 'typical' level of development or above. At the end of Foundation Stage 70% of pupils have reached a 'Good Level of Development'. This compares with a 2018 national figure of 71%.

Results in Foundation Stage have risen for the fourth successive year

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 4.0 points progress. On average this year Foundation children have made the following points progress:

Early Learning Goal	Average Points Progress (4.0 is expected)
Listening and Attention	4.9
Understanding	4.2
Speaking	4.5
Reading	4.5
Writing	4.5
Number	4.8
Shape, Space and Measure	4.8
Relationships	4.3
Self Confidence and Self awareness	4.3
Managing Feelings and Behaviours	4.4
Moving and Handling	4.9
Health and self-care	4.1

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

Key Stage 1 Results

Phonics Screening (Years 1 and 2)

Phonics screening 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.

Phonics Screening results have risen for the 5th successive year

- 85% of Year 1 pupils have met the standard for the Year 1 Phonics screening 85% who have met (75% in 2018). 2018 National (82%).
- 82% of current Y2 have met the standard. This is lower than previous years - a small number of pupils in his cohort find the assessments particularly challenging and receive ongoing support.

The Year 2 SATS Results

We are pleased to report the following results.

	% Achieving the expected level	2018 National Results
Reading	63%	75%
Writing	63%	70%
Maths	73%	76%

At the end of Foundation Stage 53.3% of these pupils had reached a 'Good Level of Development' (National 70.7%). Therefore they have made good progress in KS1.

Well Done to all Year 2 pupils

The Year 6 SATS Results

This is the first Year 6 cohort at Camestone and our first SATs results.

	% Achieving the expected level (50 pupils)	% Exceeding the Expected Standard	% Achieving expected Standard 2018 National Results	% Exceeding the Expected Standard 2018 National Results
Science	68%	-	82%	-
Spelling Punctuation & Grammar	64%	24%	78%	34%
Reading	62%	14%	75%	28%
Writing	60%	14%	78%	20%
Maths	60%	16%	76%	24%

Governors are confident that teaching and learning in Upper Key Stage 2 covers all requirements of the National Curriculum. Monitoring by Governors and Bedford Borough has confirmed that sufficient resources are available to support delivery and robust processes are in place to track the progress of all pupils. Appropriate support has been provided where pupils have found particular aspects of the curriculum challenging.

The individual SATs results closely reflect those predicted by the Year 6 staff indicating that staff have a thorough understanding of the curriculum requirements and a good knowledge of the pupils.

Well done to all Year 6 staff and pupils

Pupil Progress - Years 1 – 6

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 2018/19			The % working at the Expected Level (GLD) when they completed Foundation Stage
	Reading	Writing	Maths	
Year 1	68%	68%	77%	68%
Year 2	63%	63%	71%	53%
Year 3	73%	54%	76%	48%

Year 4	76%	72%	78%	57%
Year 5	79%	79%	74%	59%
Year 6	62%	60%	60%	38%

These figures clearly show that some children have found the expectations in Year 3 challenging, in particular spelling and grammar. These children will continue to be supported with targeted interventions into Year 4. Further opportunities will be sought when writing to apply the spelling and grammar learnt in Year 3. Curriculum planning is also underway to support the transition of the current Year 2 into Year 3 with regard to managing the challenges of the Year 3 curriculum.

It is widely recognised that there is a significant increase in the level of the depth of understanding required to achieve 'expected' at Key Stage 2 (Year 3) and in the Upper KS2 curriculum (Year 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	4.1	4	3.8
Year 2	3.5	3.6	4.0
Year 3	3.9	3.7	3.9
Year 4	3.9	4.1	4.0
Year 5	3.7	4.1	3.6
Year 6	3.7	4.1	3.5

As every child is unique, so each year group has a unique mix of pupils. Some pupils require more support than others to achieve their targets and some excel in particular aspects of the curriculum. 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.

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

The Governing Body scrutinise 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 also 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 a Foreign Language, SEND, Summer Born (younger pupils in the year), 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.

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

Other News

- **Online Safety**

Pupils continue to receive age-appropriate advice and support in school to help them stay safe on-line. However, there have been a number of concerning incidents over the last year, particularly in Upper Key Stage 2, involving the use of social media at home.

We urge all parents and carers of children who are accessing the internet/social media to take the opportunity over the summer to speak to their children about their use of social media and staying safe online.

- **Volunteers**

The Governing Body wish to take the opportunity to thank all the volunteers who support the school.

Our thanks also go to the PTFA Committee members and helpers who have raised funds for the school and provided enjoyable events for the children and families throughout the year. All money raised benefits all children at Camestone. Thank you.

- **Governing Body Business.**

In May 2019 Cllr Mohammed Nawaz took the difficult decision to resign from his position as Local Authority Representative on the Governing Body. As a Bedford Borough Councillor he will continue to support the school and local community.

Mrs Kay Burley has been appointed as the Local Authority Governor with effect from May 2019. Kay, a Borough Councillor and Kempston Town Councillor, has been on Camestone Governing Body for many years and will continue to provide support and challenge to the School Leadership Team.

Sadly Mr Dave West has decided to resign from the Governing Body at the end of this year. Dave returned to the Governing Body in 2015, after a short break, to support the school in the transition to Primary. Our thanks go to Dave for all his support and commitment to the school during his 12 years as Governor.

- **Summer Activities**

During the summer holidays we will be extending the artificial grass pitch on the playing field to enhance our provision for outdoor play and PE Activities. This project has been largely funded by the PTFA - Thank you

Installation of acoustic panels will take place in the School Hall. This will improve sound levels in the Hall at lunchtimes as well as improve the environment for teaching and learning, assemblies and events.

- **Year 6 Leavers**

We would like to wish our Year 6 leavers the very best for the future and hope they continue to build upon their successes and achievements at their new schools.

And finally....

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