



# The Camelot

## Monthly Newsletter No. 146

### March Two 2022-2023



*Page One printed for circulation—other pages sent by email to all parents/carers*

## **Feedback from Southwark re amalgamation plans for Camelot and Cobourg Schools**

Parents/Carers are advised:

- the period of informal consultation has now ended
- a letter has been sent to all parents/carers regarding the start of the Stage One consultation process on the LA plans
- our Local Authority has agreed to proceed with their amalgamation plans that were shared in their informal consultation meetings
- Stage One consultation will now follow and all Camelot parents/carers are invited to meetings on Thursday 30th March (8.50 a.m; 3.20 p.m; 6.00 p.m.)

## **The next chapter starts with CHAMPS Spring 2023**

The Camelot—Cobourg Flagship Holiday Provision will combine the normal CHAMPS holiday offer with the possibility of Football Camp provision at the Burgess Park Astro Turf. This will bring every child the opportunity to benefit from the exceptional offer that our partnership of schools is able to offer all our children at this time. Our children will love the plans!

## **The important school dates for your attention**

2. **Friday 31st March**—last day of Spring Term—early closing from 12.00 noon
3. **Monday 3rd to Thursday 6th April**—Spring CHAMPS
4. **Monday 17th April**—Summer Term begins
5. Remember **Monday 1st and Monday 8th May** are 'no school' Bank Holidays
6. Year 6 SATs week starts **Tuesday 9th May** + residential journey **Monday 15th May**



## We were recently contacted by an alternative holiday club provider to advertise their holiday camp!

### Prices:

Normal hours (9am til 5pm)  
£125 per week or £35 per day

Extended hours (8am til 6pm)  
£135 per week or £45 per day\*

*\*£5 extra can be paid on the day for extended hours*

Alternative provider....

Yes to hot dinners and longer hours but sadly no for paying £35 a day!

We hope we have made the right choice for our parents and our children with a combination of hot and cold dinners; the normal CHAMPS hours plus ours is FREE?!

Our newsletter is dedicated to sharing all our efforts for your children and our school at this time.

### Camelot and Cobourg Schools School Development Plan (SDP) Priorities January 2023 onwards

#### School Development Plan Priorities 2022-2023

##### Strand 1

Development of Whole Staff and Leadership Team Capacity + community cohesion in understanding the SDP priorities (including the need for exceptional attendance and punctuality to school)

**SDP Driver: Effectiveness of Leadership and Management (L&M)**

##### Strand 2

**Key 2023 School Focus Areas:**  
**Phonics and Early Reading & SEND/Vulnerable pupils**

Phonics and Early Reading particularly for pupils who are reading below age-related expectations

Provision for SEND pupils and pupils not on track + focus on school's SEMH agenda amongst its pupils

##### Strand 3

**Key School Focus:**  
**Curriculum Implementation and Teaching & Learning**

Curriculum Implementation to secure pupil outcomes, including across Early Years

Ensure all children are on track to achieve and exceed age related expectations

##### Strand 4 Racial Literacy Curriculum Implementation

Racial Literacy Hub development and its impact on curriculum provision

##### Strand 5 Early Years Curriculum Implementation

Early Years Curriculum Provision – including developing the capacity for delivering ambition for all

##### Strand 6 Maths Curriculum Implementation

Raising standards and provision for Maths across the curriculum, including across Early Years

##### Strand 7 English Curriculum Implementation

Raising standards and provision for English across the curriculum, including across Early Years

School Focus through everything we do:  
The provision, curriculum and quality of education for our SEND pupils

# **Feedback on the school's Free Breakfast Club offer. 8.20 a.m daily and free to all (Reception to Year 6 pupils)**

**From the Schools Food Matter assessor:**

**“Can you please share this with Miss Lou, who is really smashing it?”**

Below is a summary of the visit: 29<sup>th</sup> Feb 2023 Camelot Breakfast Club.

## **Executive Summary**

- After giving out weekly food parcels to families in the school community during the pandemic, a need to provide a nutritious and filling breakfast to students was identified.

- The BC at Camelot is extremely popular amongst students and their parents/carers, with over 300 students attending regularly each week.

The purpose of the club has changed over the years, with it having more of a child-care role pre-pandemic, to it now being a time for a varied and nutritious breakfast to be eaten and new foods to be tasted.

## **Key Successes/Highlights**

- Since Camelot's involvement with the HZ project, staff have noticed a reduction in the number of students unable to concentrate in the first lessons of the day.

- The BC food offer at Camelot is diverse, with there being two to three choices per day (e.g., porridge, bagels, fruit and toast), which are regularly rotated with other options.

- The serving of porridge was described by the BC Lead as 'a triumph', with 12 students regularly having it, despite never having tried it before.

- The students have also been introduced to honey and now choose it over butter and jam, after initially being sceptical that they'd like it!

- All the children seemed to really enjoy the bagels with jam and were asking for seconds if there were leftovers.

- A good system is in place for setting up the club each day, with BC staff arriving at 8am (20mins before the club opens) to prepare all of the bagels with spreads and make the porridge. This allows for maximum time for children to be served and eat their food, which is vital as the club is only open for 15-20mins.

- In addition, the recording of the number of students attending BC each day is effective as it enables the staff to know how much food to prepare and also leads to their being very minimal food waste. This was evident in that all the bagels prepared on my visit were eaten bar one, which was later given to a student who was struggling to concentrate in her first lesson.

# Managing behaviour at Camelot.. Ofsted advice noted

Ofsted request to its inspectors (and relevant to our school context)

“Please note **three main points** to bring to their upcoming conference”

At Camelot we have chosen and underlined 3 highlights we think as most relevant.

## No.1 We have a whole-school approach to behaviour

15. Schools should ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. The school's approach to behaviour should be easily apparent to anyone joining or visiting the school. Everyone should treat one another with dignity, kindness and respect.

16. The consistent and fair implementation of the measures outlined in the behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment. Some pupils may require additional support to meet a school's behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary.

17. By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

## No.2 The role of parents/carers

32. The role of parents/carers is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. **Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.** Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

33. Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents, e.g. by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

## No.3 Responding to behaviour

39. Maintaining a positive culture requires constant work and schools should positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.



# The Inspection of Schools.. Ofsted advice noted

Ofsted request to its inspectors (and relevant to our school context)  
“Please note **three main points** to bring to their upcoming conference”

At Camelot we have chosen and underlined 3 highlights we think as most relevant.

## 1. Judging a school's Quality of education

Education Inspection Framework grade criteria:

- ♦ Leaders adopt or construct a curriculum that is ambitious and designed to give learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.
- ♦ The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- ♦ The school has the same academic, technical or vocational ambitions for almost all learners.
- ♦ Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary.

## 2. Behaviour and attitudes

Education Inspection Framework grade criteria:

- ♦ The school has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct.
- ♦ Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.
- ♦ Learners have high attendance and are punctual.
- ♦ Relationships among learners and staff reflect a positive and respectful culture. Learners feel safe and do not experience bullying or discrimination. Research on high expectations and creating a positive culture characterised by respectful interactions are two strongly supported elements of educational effectiveness.

### Research on attendance and attainment:

There is a clear link between attendance and attainment. Research by the DfE, for example, shows that, in 2013/14, while 51.5% of pupils with no absences reached level 5 or above at key stage 2 (at the time of the study, a measure suggesting that pupils were achieving above expectations in English and mathematics), this declined to 25.7% among pupils who missed more than 10% to 15% of lessons.

## 4. Leadership and management

Leadership is the most important school-level factor in most effectiveness studies.

183 There is no single appropriate way of leading a school. Effective leadership is dependent on school context and phase, and influenced by the current conditions of the school.

184 Nevertheless, there are common features identified in the literature on effective school leadership.

Education Inspection Framework grade criteria:

- ♦ Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.
- ♦ Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.

# Are you claiming what you are entitled to?

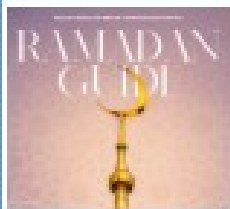
## Holiday vouchers for all this holiday

Vouchers are for all nursery pupils, regardless of whether they are part or full-time. Those pupils who qualify under the temporary extension of free school meals eligibility to No Recourse to Public Funds (NRPF) groups.

The claim period covers 10 week days, from **Monday 3<sup>rd</sup> April 2023 to Friday 14<sup>th</sup> April 2023**, inclusive.

### How much is the cost of a meal or voucher?

Reimbursement will be at £3.00 per meal or voucher provided per week day, £30 in total for the 10 days of the Easter break.



## Ramadan to start this week.

Please do remember advice regarding supporting our children if your family is involved in this special time of religious observance

The school is open to hearing any advice regarding supporting our children in their Ramadan observances but in the main we take counsel from published guidance from the Muslim Council of Britain.

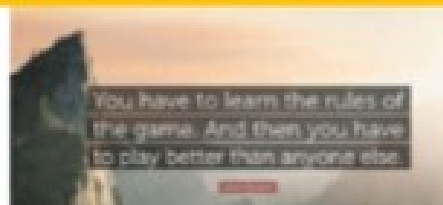
**Happy Ramadan**

- Giving your school, university, student advisor or professors advance notice that you will be fasting.
- Ensuring you are taking regular breaks from studying for rest and reflection - perhaps around salaah times. Set yourself a study timetable.
- Taking into account salaah and iftar times, as well as class lecture times, when structuring your day.
- Starting the day earlier if your timetable allows you to so that you can finish earlier and have some down time prior to iftar.
- Sharing Ramadan with classmates and friends by having a conversation about Ramadan, or sharing what you're doing for it, what food you're preparing, and what the month means to you.
- Honouring your studies and commitments with patience and good grace to those around you. Should you find yourself frustrated or tired, take a break.

[mcb.org.uk/ramadan](http://mcb.org.uk/ramadan)

**MCB**  
The Muslim Council of Britain

For 2023 we have new school rules introduced to our children and staff this week



The importance of following concise, consistently applied rules are at the heart of success.

**We are respectful.  
We are responsible.  
We are ready to learn.**