

ALAMEDA MIDDLE SCHOOL



INSPIRE • ACHIEVE • EXCEL

HEADTEACHERS' REPORT

TO GOVERNORS

Spring term 2023

DOCUMENT STATUS

REPORT AUTHOR	Jacqueline Ross
PERIOD COVERED BY REPORT	Spring term 2023
REPORT DATE	March 2023
REPORT SUBMITTED TO	FGB
RELATED REPORTS	

PURPOSE OF THIS DOCUMENT

The Headteacher's report is a termly update for governors on the key work of the school.

WHY GOVERNORS NEED TO READ IT

To be aware of the key actions and impacts linked to the work of the school

WHAT ACTIONS/DECISIONS ARE REQUIRED

These will be determined through the meeting.



ACRONYMS/EXPLANATORY NOTES

AFLC	Ampthill and Flitwick Locality Cluster	The group of nine schools in the Ampthill and Flitwick area (previously known as Redborne school pyramid).
AM	Assertive Mentoring	A scheme of tests which measure performance against National Curriculum Objectives in English and Maths
AMS	Alameda Middle School	
APD	Annual Professional Dialogue	School Improvement Advisor (SIA) from Central Bedfordshire Council (CBC) SIA joint evaluation conversation. This results in a red, amber or green rating.
ARE	Age related expectations	The expected standard for a pupil to achieve in a particular subject by the end of the year. Relates to skills and knowledge.
Assessment Stages	Working towards Expected standard Above expected standard Greater depth	The system we use at Alameda to describe where a pupil is in relation to age related expectations for a particular subject. Secure equates to the expected standard (ARE). The phrases are based on words used nationally. This would relate to their performance at the end of year or end of year target. Not used at a point in time mid year. Only relevant to English, maths and science. All other subjects only have nationally produced end of year expectations. Note – previous wording used by Alameda has been beginning, developing, secure and exceeding.
BRIF	Building resilience in families	The BRIF Panel gives professionals the opportunities to discuss children and young people who are at a 'pre-Early Help' stage with other professionals to gain advice or information on services who may be able to support.
Year 7 Catch up funding		Additional funding received for pupils who did not achieve ARE in maths or English at the end of KS2 (note, this funding has not been granted in 2020 or 2021)
COVID-19 Catch up funding		Additional funding received for pupils to support recovery due to the Pandemic
CBC	Central Bedfordshire Council	The Local Authority.
DPO	Data protection officer	Consultant paid to check and advise on GDPR compliance and best practice.
DSL	Designated Safeguarding Lead	Member of the Leadership Team with particular responsibility for leading on safeguarding. This is Louise Fox, Deputy Headteacher Deputy DSL is Kerstie Richardson
ECF	Early Careers Framework	Framework for teachers in their first two years after training.
ECT	Early Career Teacher	Teacher in their first two years of teaching.
EHCP	Education Health Care Plan	A plan which attracts funding for pupils with SEND (replaces a statement of special educational needs)



HEADTEACHER'S REPORT TO GOVERNORS

FARM	Firs, Alameda, Russell, Maulden	The group of lower schools and Alameda
GD	Greater Depth	A standard greater than Age related expectations that more able pupils should reach each year. Also referred to as "exceeding"
HMI	Her Majesty's Inspector	A senior Ofsted inspector.
KAGAN	KAGAN Co-operative learning	An academic study-based approach to teaching which focuses on structures and principles to promote pupil engagement.
LAC or CLA	Looked After Child	A child in Local authority or private care (previously referred to as fostered)
LADO	Local Authority Designated Officer	In order to manage allegations against child care professionals, every Local Authority appoints a Local Authority Designated Officer (LADO). The LADO should be alerted to all cases in which it is alleged that a person who works with children has: • behaved in a way that has harmed, or may have harmed, a child • possibly committed a criminal offence against children, or related to a child, or • behaved towards a child or children in a way that indicates s/he may pose a risk to children. (Working Together 2018) • Behaved or may have behaved in a way that indicates they may not be suitable to work with children
NTP	National Tutoring Programme	The NTP is headed up by DfE and 5 charities, including EEF and Sutton Trust. The programme is heavily subsidised by DfE, with schools only picking up 25% of cost. The selected partners have been through QA process based on their work with schools and disadvantaged pupils.
Oakbank		A CBC SEMH provision
PPG	Pupil Premium Grant	Additional funding received for disadvantaged pupils. This is awarded in the following categories: Ever 6 FSM (Free School Meals) – a child who has been eligible to receive free school meals in the last 6 years. CLA or LAC/Post LAC or CLA - a child who has previously been classified as CLA/LAC Service children
RADY	Raising the Attainment of Disadvantaged Youngsters	The RADY Project is an approach to closing the attainment gap. RADY schools work with dedicated consultants to address gaps. One of the main principals is about target setting. The vast majority of schools set targets based on prior attainment. The net result is that there is a built-in gap in the targets between those for disadvantaged children (who tend to have lower prior attainment) and those for other children. This is in large part responsible for the difficulty schools have faced in closing the gap. The RADY project aims to eliminate the attainment gap by first ensuring that the targets set for disadvantaged children are, on average, the same as those set for other children. But



HEADTEACHER'S REPORT TO GOVERNORS

		so-called 'aspirational' targets, by themselves, are not sufficient, so a novel approach to tracking and monitoring pupil progress is introduced. The combined approach increases the sensitivity of schools' tracking and monitoring systems to underachievement. RADY itself does not provide intervention – its aim is to provide more accurate information on which pupils are most in need of extra support at the right time to enable the greatest impact. The RADY project was established by Dave Hollomby in 2012 in Wirral, where it demonstrated strong impact. It is now running in many schools in Staffordshire and Birmingham, where early indications are extremely encouraging. HMI have recognised its value as a new approach to tackling the gap. It has been called a 'potential game-changer'. The project also enables schools to work in networks to consider the data, share best practice and further discuss which strategies are working and which are not having the expected impact in closing the gap. It will consider the benefits of universal strategies and pupil targeted interventions. RADY is initially a 3-year project and is priced as follows: Year 1 is £1150 Year 2 is £800 Year 3 is £800 This is being funded by Central Bedfordshire Council
RUS	Redborne Upper School	
SAS	Standardised Age Score	Age-standardised score: An age standardised score converts a pupil's raw score to a standardised score which takes into account the pupil's age in years and months and gives an indication of how the pupil is performing relative to a national sample of pupils of the same age. The average score is 100.
SEMH	Social, emotional & mental health	A category of SEND.
SEND	Special Educational Needs and Disabilities	Please note correct use of this term. We would refer to a "child with SEND" – NOT a SEND child.
SEND Stages	QFT (Stage 0) Stage 1 Stage 2 EHCP	Quality First Teaching – the needs should be met by QFT Central Bedfordshire's graduated response
SIA	School Improvement Advisor	Advisor allocated by the Local Authority to support schools. Paid for and employed by Central Bedfordshire Council Our SIA is Elaine Vokes



HEADTEACHER'S REPORT TO GOVERNORS

SIP	School Improvement Partner	Advisor appointed by the school/governors. Advises on Headteacher performance management (HTPM), supports and challenges the senior leadership team. Our SIP is Sue Teague, former executive Head at Caddington Village and Slip End schools. Sue also works in the school improvement team for the Chiltern Learning Trust.
SoW	Scheme of Work	The planned study for a period of time – containing objectives, progression and suggested teaching activities.
SPAG	Spelling, punctuation and grammar	An element of the KS2 English curriculum and KS2 tests. Also referred to as GPS
WMS	Woodland Middle School	Middle School in Flitwick



VISION AND AIMS

Our Vision

‘Alameda is dedicated to offering an inspiring learning environment
where all individuals are valued and everyone has the
opportunity to achieve their best in everything they do.’



TABLE OF CONTENTS

1	2022-23 WHOLE SCHOOL PRIORITIES	1
2	HEADTEACHER'S EXECUTIVE SUMMARY.....	2
3	ADMISSIONS AND PUPIL NUMBERS	6
4	ATTENDANCE	6
5	SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND).....	9
6	PUPIL PREMIUM.....	11
7	LEADERSHIP AND MANAGEMENT.....	12
8	QUALITY OF EDUCATION.....	13
9	SAFEGUARDING	18
10	BEHAVIOUR.....	20
11	CPD REPORT TO GOVERNORS	22
12	STAFF WELLBEING.....	25



1 2022-23 WHOLE SCHOOL PRIORITIES

- 1 To improve standards of behaviour
- 2 To establish consistent principles of teaching and learning
- 3 To develop our KS2 maths provision so the majority of children meet or exceed national levels
- 4 To embed a culture of reading across the whole school
- 5 To increase SEND expertise and establish a consistent approach to provision
- 6 To improve communication with all stakeholders



2 HEADTEACHER'S EXECUTIVE SUMMARY

Progress continues to be made towards our improvement targets and the school leadership team and subject leads in particular are working really hard to drive standards up.

Alameda pupils have had a very busy term and achieved a lot of success: runners up in the county netball; winners of Battle of the Bands; winners of the Rotary Technology competition; winners of the Year 8 girls county handball championships; participants in the Redborne dance competition and gardening and eco club were invited by the Mayor and the Lord Lieutenant of Bedfordshire to plant one of the Queen's Jubilee trees in Ampthill park. Additionally, 18 pupils from Years 7 & 8 have taken part in antibullying ambassador training led by the Diana Award and are raising the profile of anti-bullying within Alameda.

Work is currently underway on the curriculum for September. To raise the overall quality of teaching, specifically in the core subjects in Year 5, we will move away from a pure primary model and English, maths and science will be taught by specialist teaching. This will include our current Year 5 teachers, but they will be teaching subjects which they have a natural ability in, rather than expecting them to teach across the board. Drama has been added into the curriculum. Year 8 options will be dropped, as they largely repeat lessons that are taught elsewhere in the curriculum (e.g. maths, science, DT etc). Spanish will be offered in Year 8 as a lesson 6.

The new catering company have been on board since January, and feedback has been largely positive. Diana Fickling is meeting with them for regular review meetings.

SLT met for an off-site morning, facilitated by Sue Teague, to discuss the strategic direction of the school and the implications that this will have for the structure of the senior leadership team. We agreed a consensus that roles and responsibilities needed to be streamlined to create clear lines of responsibility. This was unanimously accepted by the team and there is a recognition that change is needed.

Members of the NEU have now taken four days of industrial action. These days have been navigated successfully. The school has been partially closed on all occasions, with Year 5 & 6 in school for three of the four days. Vulnerable children and children of critical workers have been welcomed on site. Lunches have been provided for all FSM students not in school.

Safety – particularly traffic on site – continues to be a concern. While we wait for decisions to be taken on the bungalow/car park, I am considering alternatives: banning parents from driving on the school site or reducing staff parking by 3 spaces and having 3 clear visitor spots.

The number of pupils in school means that there are a lot of children playing at break and lunchtime; particularly the last 15 minutes of lunch. This is when the majority of behaviour issues occur and when children get hurt; often not deliberately, but simply as a result of the number of children running around. We have opened up the back of the Year 5 classrooms as a safe space for our younger children, which was discussed at a parents' forum, and this is working well. We are looking at the feasibility of replacing the grass so that it is a more usable space throughout the year. We are also discussing two options, which will be discussed with governors in more detail:

- Split lunches or
- Reducing the length of lunch by 15 minutes



Plans are in place to celebrate the 50th birthday of Alameda Middle School in the summer term. This will involve 1970's style lessons for pupils, plus a community celebration with ex-pupils, staff and governors – more details to follow.

Progress against the SIPs are outlined below:

1 To improve standards of behaviour

There is no doubt that the behaviour policy has had a positive impact and there are now clear consequences for poor behaviour, but this is just the start of the journey and more training and support is needed. Whole-school CPD took place in January, focused on building positive relationships; a small handful of staff are 'trigger happy' with the new policy and are handing out behaviour points based on small misdemeanors or errors of judgement that should be managed as a part of classroom management (e.g. lack of equipment, littering). Support is being put in place with those teachers through line managers and departmental meetings (e.g. year team meetings).

EduLink allows Year Leaders to track pupils with the highest number of behaviour points and, working with parents, actions for these pupils are put in place. Of the 20 pupils with the highest number of behaviour points, 14 are on the SEN register, 3 of whom have an EHCP, which highlights the importance of increasing SEND knowledge, understanding and expertise across the whole school (see SIP 5).

Additionally, there is work to do training some staff on the tone and language they use on EduLink, as some of the current phraseology is unhelpful.

Praising positive behaviour is also a key part of our overall approach to behaviour. Currently, there are too many systems for positive rewards that don't synchronise: values vouchers, achievement points (on EduLink), and merits (in planners). From September, there will be more of a joined-up approach. This will be developed with student council and parents' forum.

There have been three suspensions this term: all for physical assault (two teachers and one pupil).

2 To establish consistent principles of teaching and learning

The January training day was led by middle leaders and laid out some additional expectations for teaching and learning. Teaching and learning messages are shared in Subject Leader line management meetings, subject meetings and staff briefing, which takes place every Monday. This term:

- Targets have been set in all subject areas in all year groups.
- All lessons should start with a short 'do-it-now' retrieval task linked to prior learning.
- Curriculum maps have been written in all subject areas and shared with parents.
- The homework policy has been updated. All homework should now be set on EduLink as requested by parents. There have been some teething problems which resulted in too much homework being set just before half term – middle school pupils should not be expected to do homework over the holidays, with the exception of Year 6 in the Easter holidays. Key messages have been re-shared with staff. The focus will now be on monitoring the quality of the homework in all subject areas.
- Following the autumn term observations, teachers have been grouped in triads within their departments to share good practice. There is a focus for each triad – decided by the subject leader – and groups have been put together based on matching strengths and areas for development.
- Ofsted have updated their curriculum reviews in science, personal development, music, PE, geography and history. Subject Leaders have been asked to look at these videos and discuss



their 'next steps' with their line managers. In science for example. They realized the importance of 'connected knowledge', identifying misconceptions and plotting out the requisite science skills over the four years. This work has now been completed – misconceptions are written into schemes of work and a year 5 - 8 skills stairway has been produced.

- Teachers have been asked to plan their lessons by considering four questions; this is to increase the focus on *learning* as opposed to *tasks*:
 - What are students learning?
 - Why are students learning it?
 - How will I know that they have learned it?
 - What will I do if they have not learned it?
 - Word searches and crosswords have been banned (with the exception of MFL, where they can be useful learning tools).
 - The next step will be to focus on the quality of marking and feedback that pupils get across the board.
- 3 To develop our KS2 maths provision so the majority of children meet or exceed national levels
- Meeting with Holywell (strong KS2 results) has taken place (DLe), which highlighted some procedures they follow to secure strong results in maths. Examples include maths being taught by subject specialists in Year 5; doing a SATs test weekly or bi-weekly, students sitting ten-minute tests for maths and English in the run-up to their mocks and SATs.
 - The maths department has introduced a daily maths slide, which all pupils in all year groups do during afternoon registration (similar to Drop Everything and Read (DEAR)).
 - Maths and science have mapped skills in and across the curriculum to ensure that sequencing is logical and that the maths is being taught in the right way. Similar work has also taken place with geography.
 - Following the mock SATs, the Head of maths has a very good grasp of which pupils need to be targeted for interventions. Interventions take place in class (two teachers), and on a Friday (taken by Katy Piazza). QLAs allow all teachers to see which areas of the curriculum their class need further teaching in. Gap lessons and retrieval are used for this purpose.
- 4 To embed a culture of reading across the whole school
- DEAR, an initiative to promote reading for pleasure, has been a really positive development and is consistent across year groups and form classes. The books are high quality.
 - Word count challenges are set and word millionaires celebrated (Accelerated Reader). We now have 44 word millionaires, with 5 children on 2 million and a Year 7 girl who has surpassed 3 million words. Displays are updated around school to celebrate!
 - World Book Day was celebrated, with teachers dressing up as 'Little Men and Little Miss'. Pupils were invited to dress up as their favourite character or to bring in a prop linked to their favourite book.
- 5 To increase SEND expertise and establish a consistent approach to provision

The workload in the SEN department is incredibly high and the demands of parents likewise. Louise Fox did some excellent work building positive relationships with families in the autumn term. There remains a lot of paperwork to catch up on. Louise continues to work very closely



HEADTEACHER'S REPORT TO GOVERNORS

with Luke Bartishel on a daily basis as he familiarises himself with the pupils, their needs, their families and external professionals (e.g. Lisa Charter, Dominique Fattorusso (SEND and EAL Advisory team).

Non-negotiables have been established in teaching and learning and a SEND update is emailed to all staff weekly informing them of key strategies for key pupils.

Lack of alternative provision for pupils with a high level of need is a real challenge within school and a minority of pupils can take up a significant amount of staff's time on a daily basis. There is also the constant threat of violence which impacts other pupils' learning, undermines staff confidence and is damaging to their wellbeing and staff morale. One pupil with an EHCP has been suspended (twice) for physical assault against a member of staff. Following advice from the SENDAT, we are actively pursuing alternative provision for the child to avoid a permanent exclusion.

Luke will be undertaking the National Award for SENCo with a September start. He will be attending the National Middle School Forum SEND and Inclusion Conference (with the Headteacher) on Friday 17th March.

6 To improve communication with all stakeholders

- Parents' Forum was held on March 8th. About 22 families were in attendance. Updates were given about behaviour, and parents were consulted on homework, parents' evenings and mobile phones.
- Headteacher's update (March 3rd) (JRO)
- Parents' Evenings have taken place in all year groups. The dates and organisation of these need improving. Parents were consulted at Parents' Forum. There was a split opinion around in-person or on-line appointments, but a productive conversation was had about 1265, teacher wellbeing, the right for parents to discuss their child's progress with all their teachers, and the practical challenges for foundation subject teachers who may teach up to 180 children in a year group. Parents felt that if reports and parents' evenings were better synchronised, then the parents' evening itself could be more efficient.
- A home/school agreement is being written by the Heads of Year and will be presented to Governors.

Jacqueline Ross
Headteacher

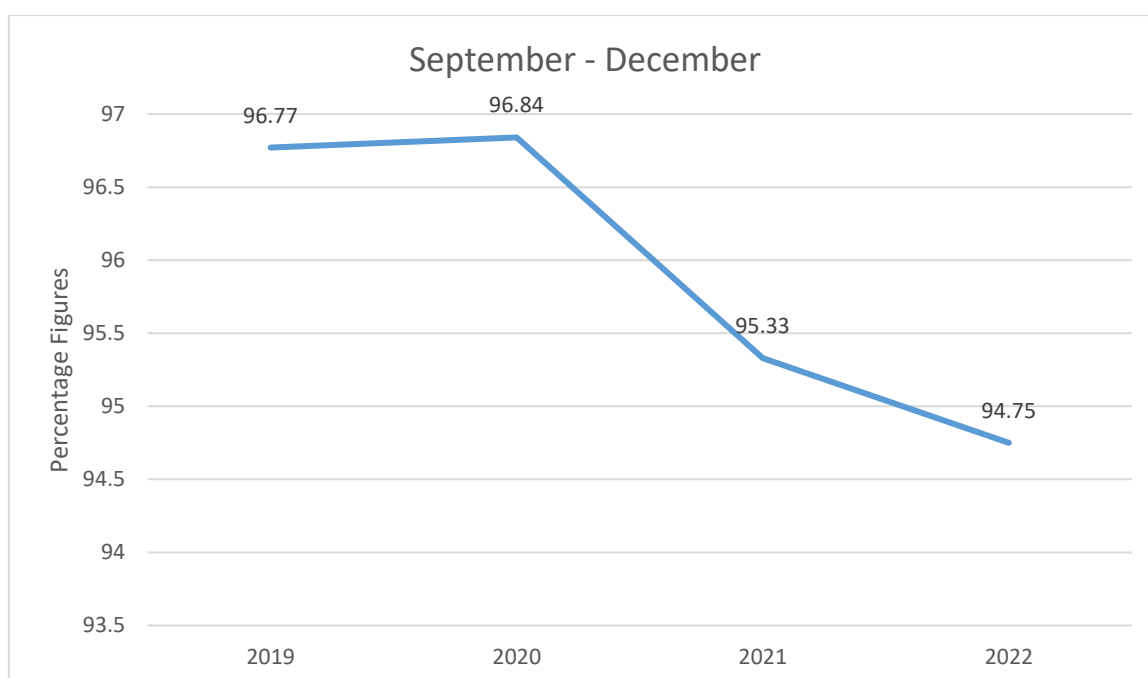


3 ADMISSIONS AND PUPIL NUMBERS

Academic Year 2022-2023					
	Year 5	Year 6	Year 7	Year 8	Total
Pupils on roll 01.09.21	184	178	184	182	728
Pupils on roll 05.09.22	169	186	182	187	724
Admissions this academic year	6		4	1	11
Leavers this academic year	3	3	1	3	10
Pupils on roll 02.12.22	172	183	185	185	725
Boy/girl split	87/85	85/98	98/87	84/101	
PAN/Capacity	180	180	180	180	720

We have 204 first choice applications for Year 5 in September. PAN has been increased to 188.

4 ATTENDANCE



HEADTEACHER'S REPORT TO GOVERNORS

5th September – 14th March 2023

	<i>Whole School</i>	Year 5	Year 6	Year 7	Year 8	Girls	Boys
Whole School Attendance	93.55	93.38	93.80	93.57	93.46	93.93	93.16
Pupil Premium	89.54	85.39	91.37	90.97	90.51	90.89	88.42
Non-Pupil Premium	94.17	94.66	94.06	94.04	93.68	94.34	93.99
Educational Health & Care Plan	92.61	91.86	97.43	89.05	91.87	89.79	93.63
No Special Educational Need	94.36	94.94	94.27	94.13	94.08	94.45	94.26
SEN Support	90.64	88.13	91.57	90.98	91.00	92.04	89.85
No SEN Status	93.65	91.66	94.30	94.12	93.64	93.80	93.43

5th September – 14th March 2022

	<i>Whole School</i>	Year 5	Year 6	Year 7	Year 8	Girls	Boys
Whole School Attendance	94.13	94.85	93.99	93.59	94.06	94.30	93.94
Pupil Premium	90.83	93.60	92.50	88.23	89.46	91.14	90.50
Non-Pupil Premium	94.65	95.01	94.25	94.54	94.76	94.78	94.50
Educational Health & Care Plan	81.79	93.72	72.98	79.44	90.41	98.71	80.43
No Special Educational Need	94.66	94.98	95.24	94.47	94.01	94.31	95.05
SEN Support	92.00	94.61	88.60	91.41	92.64	93.04	91.44
No SEN Status	94.94	94.79	95.93	94.15	94.97	94.59	95.56

4.1 Termly Attendance Reports

National figures 15th March:

Absence rate in primary schools: 6.2% (February 5.0%)

Absence rate in secondary schools: 9.2% (February 8.3%)

Overall absence rate: 7.6%. Alameda 6.45%

Attendance in schools since COVID, the subsequent rise in other virus infections and more parents working from home, has dropped nationally and is something the government and all schools are aware of. We monitor attendance daily, we also hold a fortnightly meeting with the pastoral support team and SENDCO to discuss attendance to decide actions and give feedback and the positive impact they have had. Where there are siblings, we liaise directly with the Lower/Upper schools so there is a consistent approach.

In year 5, we have three pupils of note, one is a traveler boy who is registered as missing in education (18.4%), see CME section below, as well as two boys whose attendance percentages are 43.4% and 57.5%. We and our county attendance officer are working really hard to address this.

Russell lower and ourselves recognized a pattern in absence, especially around the time of school holidays, where a LOA request would be submitted for 4 days, but then on the fifth day the pupil



HEADTEACHER'S REPORT TO GOVERNORS

would be marked as sick, thus avoiding a fine for 5 days (10 sessions) absence. An attendance update was sent in January (also on the school website), making parents aware of this. We used the notification to address two other issues, namely, late arrival and safeguarding. Late arrival – the importance of arriving to school on time, and as part of the new behaviour policy, persistent late arrivals receive a Friday after school detention. Safeguarding - more and more parents were informing the school of the reason for their child's absence on their first day, but not subsequent days, which then becomes a safeguarding issue, as we cannot assume pupils are still unwell if not in school. As a result, some families have been fined for 5 days absence for a holiday and parents not calling in each day has reduced.

Collectively, the school is working hard to drive up attendance. We have followed the policy - initial contact by the form tutor - who knows the pupils really well, where applicable, support is offered by the pastoral team, then escalated to year leader, deputy headteacher (myself) and the county attendance officer. We have supported pupils and parents by putting in such measures as arriving late to registration to avoid the noise if it is a concern, or their processing issues meaning morning routines are difficult, and collected a pupil for a fixed amount of time to help break the pattern and reduce anxiety. For the majority of pupils, their attendance has improved and continues to be monitored.

Presently, we are working with our county attendance officer with 2 Year 5 boys, 2 Year 8 boys and a Year 8 girl who are persistent absentees.

Child missing in education (CME)

We have not had any further pupils recorded missing in education. However, we still have a Year 5 boy, who is a traveller, for whom we have not received any information from county, so he is still on roll. Our county attendance officer is also chasing for a response. He is presently on 18.4% and his last day in school was the 2nd October.

Med 1 letters

Any pupil who is issued with a Med 1 letter stays on this for the rest of their time at Alameda. In the past, if attendance improved, we removed the Med 1, but found that the pupils fell back into their previous pattern of absenteeism.

Pupils	Year	Previous Med 1	Newly issued
Boy x1 Girls x2	6	Carried over 2021- 2022	
Boy x 1 Girls x 2	7	Carried over 2021- 2022	
Boys x 2 Girl x 1	8	Carried over 2021- 2022	
Boy x 1	7		November 2022
Boy x1	5		November 2022
Boy x1	5		December 2022
Boy x1	6		December 2022
Boy x1	7		December 2022



Fixed penalty notice (FPN)

Pupils	Year	Reason	Date issued
2 pupils	8	Unauthorised holiday	September 2022
2 pupils	5	Unauthorised holiday	October 2022
1 pupil	7	Unauthorised holiday	October 2022
1 pupil	5	Poor attendance	November 2022
3 pupils	6	Unauthorised holiday	November 2022
1 pupil	7	Poor attendance	December 2022
1 pupil	7	Poor attendance	December 2022
1 pupil	5	Unauthorised holiday	January 2023
7 Pupils	6	Unauthorised holiday	January 2023
1 pupil	7	Unauthorised holiday	January 2023

5 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

5.1 Identification

SEN Stage	Number	% of whole school	National %
Pupils on roll	725	100%	
No SEN	577	80%	
SEN Support	148 (+10)	20% (+1%)	16.6%
Stage 0	0	0	
Stage 1	90	12%	
Stage 2	38	5%	
EHCP	20	3% (+1%)	4%

SEN Pupils by Year Group			
Y5	Y6	Y7	Y8
30 (+5)	48 (+1)	34 (+3)	36 (+1)

Area of Need	Number / % of pupils
Cognition and Learning	53 (36%)
Communication and Interaction	33 (22%)
Social, Emotional and Mental Health	51 (34%)
Sensory and/or Physical	12 (8%)

5.2 Attendance – 2022-2023

Autumn Term 1	% - SEN support	% - EHCPs	% - Non SEND
Attendance	90.64%	92.61%	93.65%
Suspensions	0	3	0
Permanent exclusions	0	0	0



So far this term

- SEND self-reflection/audit with SEND advisory teacher (SENDAT)
- SEND cluster consultation meeting
- Lower and Upper SEND liaison meeting
- Whole school CPD 'structure within the classroom' ASD advisory teacher
- Established non-negotiables
- Regular weekly SEND update providing key info/changes in provision/parental feedback
- 1:1 session with SENDIAT to help devise our new Assess, Plan, Do, Review process.
- JRO and LBA to attend National Middle Schools' Forum conference 2023 'Meeting the Needs of all Learners in our Middle Schools'. 17th march 2023.
- SENDIAT visit planned for 27th March – To complete our Evaluation and complete a EHCP Section F check.

5.3 Curriculum for pupils with SEND

Intent statement:

- Ensure that needs are identified as early as possible and support is put into place
- All children are entitled to receive a high-quality of education regardless of their needs or disabilities.
- Children are equipped with the tools needed to become independent learners, both inside and outside of the classroom.
- Ensure that children have access to a broad and balanced curriculum which is appropriately adapted to enable all children to succeed

Implementation: All classes will offer:

- First quality teaching, adapted to meet the needs of all pupils
- Staff CPD on Adaptive Teaching (January 2023)
- Weekly team meetings with the SEND team
- Non-negotiables – See T & L handbook

Individual offer for pupils with SEN:

- Show confidence and resilience in the classroom
- Demonstrate high levels of engagement in activities
- Make progress from their starting points
- Develop independence and skills to support them throughout life
- Work collaboratively with their peers on shared tasks
- Have the same opportunities and experiences as all pupils



5.4 Strengths and Areas for Development

Our key strengths in SEND:

- Knowledge and understanding of pupil's barriers to learning
- Individual approach to provision - reasonable adjustments
- Non-negotiables – everyone's responsibility
- Sharing of information around pupils with SEND updates

Our key areas for development for SEND:

- Effective use of TAs in the classroom
- Adaptive teaching
- Provision mapping
- System/paperwork in place for assess, plan, do, review cycle – Ready for Summer term 2023 launch.
- Parents/carers & pupil voice
- Evaluate stages of SEND against CBC graduated approach – removal on Stage 0.
- Review of pupils and what Stage of the graduated approach they are on – meet with parents and use the new APDR cycle paperwork.

6 PUPIL PREMIUM

The main focus on PP to date has been:

- Teachers knowing their Pupil Premium learners: Finding out how they prefer to learn and plan accordingly. Form tutors, year leaders, teaching assistants and senior leaders have been taking in their hobbies and interests, their social context and academic background.
- Careful consideration has been given to the learning environment. Teachers think carefully about where Pupil Premium learners are sitting and who they are sitting next to. Pupil Premium learners are highlighted on all seating plans. Subject leaders and teachers are starting to use the reflective and predictive data we have on our Pupil Premium learners to identify the specific support they need to make progress.
- Since Pupil Premium learners respond best to a positive learning environment, we meet and greet learners at the door to welcome them into the classroom. Staff are developing mutually respectful relationships and use praise and rewards for positive contributions, good work, exceeding expectations.
- Teachers, particularly in core subjects, are approaching Pupil Premium learners first to see if they understand the task set or need support to complete it. Pupil Premium are targeted for questioning. Work continues to ensure Pupil Premium learners know exactly where they are



working at or what they are aiming for in the lesson. Teachers and teaching assistants continually check the progress of Pupil Premium learners throughout the lesson.

- Where possible, staff are removing barriers to learning: providing equipment and resources where necessary.

Lunches have been provided for our 'Deprivation Pupil Premium' on days when teachers took part in industrial action.

The pupil premium lead is now starting to meet with subject leaders and form tutors to discuss their pupil premium learners. Information gathered will be used to support with planning for 2023/2024.

6.1 CONTEXT 2022 – 2023

	Number	Percentage
Year 5	23	13.4%
Year 6	19	10.4%
Year 7	26	14.1%
Year 8	27	14.6%
Whole School	95	13.1%

6.2 RADY - Raising attainment of disadvantaged youngsters

We continue to work with Challenging Education on our RADY journey funded through CBC.

6.2.1 What it means to be a RADY school

- 1 Raising expectations
- 2 Raising awareness
- 3 Raising aspirations

7 LEADERSHIP AND MANAGEMENT

- Proposed restructuring of the Senior Leadership Team (JRO)
- High expectations demonstrated in ambitious targets (86% reading/90% maths (KS2)). (JRO/DLE/AJE)
- Resignation of Head of Science (SWR)
- Internal appointment to Acting Head of Science (RDO)
- Internal appointment to Acting Second in Science (SSM)
- Internal appointment of Head of RE (EBE)
- External appointment – maths teacher (May half-term start)



- External appointment – science teacher (0.6 September start)
- Three members of staff working towards NPQSL (AJE, EBR, KHO)
- One member of staff working towards NPQSL (HBR)
- Subject Leaders Cluster meetings with Redborne and Woodland (all subject leaders)
- JRO networking with Steve Kelly (Pyramid Trust), Peter Roberts (Head of Arnold Academy)
- Maternities: Head of English (AJE – summer term), Maths teacher (GYA – June onwards)

8 QUALITY OF EDUCATION

8.1 Subject Leaders

- End of year targets have now been set in all foundation subjects.
- Spring term monitoring to be completed by Easter and shared with line managers:
 - Learning walks
 - Work scrutiny
 - Pupil voice
- Quality and quantity of homework to be monitored.
- Ofsted subject reviews to be discussed with line managers.
- Curriculum Leaders have written curriculum maps which answer the following questions:
 - What is being taught?
 - What links are there to wider learning? (prior learning/other subjects/ the wider world)
 - How is it being taught? (activities/pedagogy)
 - What is being assessed and when?
 - How are pupils with SEN/vulnerable groups being supported?
 - How are you encouraging independent learning/challenge?



8.2 Outcomes

Year 6 pupils sat a round of mock SATs tests starting on 21st February 2023.

Year 6 Mock SATs Analysis Spring 2023

Reading	ARE		GDS	
	%	No. of pupils	%	No. of pupils
National Outcomes 2022	75%		28%	
Alameda Outcomes 2022	76%	135	26%	46
February 2022 Mock	65%	115	17%	30
February 2023 Mock	60%	110	17%	31
Oct 2021 Mock	56%	100	15%	27
Oct 2022 Mock	45%	82	11%	20

Reading	All (183)		Boys (85)		Girls (98)		PPG (13)		SEND (43)	
	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD
Targets 2022/23	86% (157)	34% (63)	83% (71)	38% (33)	88% (86)	31% (30)	77% (10)	38% (5)	67% (29)	16% (7)
KS1	84% (154)	36% (66)	80% (69)	33% (28)	87% (85)	39% (38)	85% (11)	31% (4)	60% (26)	14% (6)
End Y5 English GL	59% (106)	28% (52)	52% (45)	30% (26)	62% (61)	27% (26)	46% (6)	15% (2)	23% (10)	9% (4)
November Mock SATs AT ARE+/GD	45% (82)	11% (20)	43% (37)	9% (8)	46% (45)	12% (12)	31% (4)	0%	14% (6)	2% (1)
February Mock SATs AT ARE+/GD	60% (110)	17% (31)	55% (47)	16% (14)	64% (63)	17% (17)	46% (6)	0%	23% (10)	5% (2)

Context:

- Pupils sat the 2019 KS2 Reading paper

Strengths:

- Good progress (15%) increase in pupils at ARE since Autumn mock test.
- Percentages at GDS are in line with previous year.
- Target pupils identified for quality intervention with experienced teacher.

Priority Actions:

- Work with underachieving boys to diminish the current gap with girls at ARE or above



HEADTEACHER'S REPORT TO GOVERNORS

- Raise attainment of PP pupils

Use gap analysis for those students 'not on track for target' and share with key teaching staff

Writing	ARE		GDS	
	%	No. of pupils	%	No. of pupils
National Outcomes 2022	69%		13%	
Alameda Outcomes 2022	70%	125	3%	5
February 2022 Mock Forecast	58%	103	0%	0
February 2023 Mock Forecast	75%	138	8%	14
Oct 2021 Mock Forecast	64%	114	0%	0
Oct 2022 Mock Forecast	75%	138	8%	14

Writing	All (184)		Boys (86)		Girls (98)		PPG (13)		SEND (43)	
	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD
Autumn Forecast	75% (138)	8% (14)	65% (55)	7% (6)	85% (83)	8% (8)	77% (10)	8% (1)	40% (17)	12% (5)

Context:

- Autumn writing forecasts have been used as writing assessments are updated at end of Spring term, when more evidence to support judgments across a range of genre have been marked and moderated by the English team.

Strengths:

- Current forecasts are above 2022 writing assessment outcomes.
- Current forecasts exceed 2022 national outcomes.

Priority Actions:

- Assess and moderate pupil's written work.
- Moderation of writing from other curriculum subjects.

SPAG	ARE		GDS	
	%	No. of pupils	%	No. of pupils
National Outcomes 2022	72%		28%	
Alameda Outcomes 2022	65%	116	20%	35
February 2022 Mock	47%	85	0%	0
February 2023 Mock	51%	93	8%	15
Oct 2021 Mock	35%	62	0%	0
Oct 2022 Mock	37%	67	7%	12



HEADTEACHER'S REPORT TO GOVERNORS

SPAG	All (184)		Boys (86)		Girls (98)		PPG (13)		SEND (43)	
	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD
November Mock SATs AT ARE+/GD	35% (64)	7% (12)	33% (28)	7% (6)	37% (36)	6% (6)	23% (3)	8% (1)	14% (6)	0%
February Mock SATs AT ARE+/GD	51% (92)	8% (15)	42% (36)	9% (8)	57% (56)	7% (7)	23% (3)	8% (1)	19% (8)	0%

Context:

- Pupils sat 2019 KS2 Spelling, Grammar and Punctuation tests.

Strengths:

- Good progress (16%) since the Autumn mock tests of cohort as a whole.

Priority Actions:

- Ensure SPAG is also targeted for intervention as well as reading and writing to reach national standards which were missed last year.
- Prioritise PP pupils for SPAG intervention as mock data indicates stalled progress of this group.
- Diminish boy / girl gap for pupils achieving ARE.

Maths	ARE		GDS	
	%	No. of pupils	%	No. of pupils
National Outcomes 2022	71%		23%	
Alameda Outcomes 2022	63%	112	11%	19
February 2022 Mock	45%	79	7%	12
February 2023 Mock	45%	83	6%	11
Oct 2021 Mock	25%	45	3%	5
Oct 2022 Mock	29%	53	0%	0

Maths	All (184)		Boys (86)		Girls (98)		PPG (13)		SEND (43)	
	ARE+	GD	ARE +	GD	ARE+	GD	ARE +	GD	ARE+	GD
Targets 2022/23	90% (165)	33% (61)	83% (71)	40% (34)	96% (94)	28% (27)	92% (12)	15% (2)	70% (30)	12% (5)
KS1	83% (153)	31% (57)	79% (67)	37% (32)	88% (86)	26% (25)	77% (10)	15% (2)	53% (23)	12% (5)
End Y5 Maths GL	48% (89)	23% (43)	52% (45)	31% (27)	45% (44)	16% (16)	54% (7)	8% (1)	23% (10)	1% (4)
November Mock SATs AT ARE+/GD	29% (53)	0%	35% (30)	0%	23% (23)	0%	23% (3)	0%	12% (5)	0%
February Mock SATs AT ARE+/GD	45% (83)	6% (11)	52% (44)	9% (8)	40% (39)	3% (3)	31% (4)	0%	26% (11)	0%



HEADTEACHER'S REPORT TO GOVERNORS

Context:

- Pupils sat 2022 KS2 Arithmetic, Reasoning 2 and Reasoning 3 papers.

Strengths:

- Good increase in percentage of pupils at ARE (16%) and GDS (6%)
- Steady progress made by pupils with SEND
- Classes have already been mixed to work to the strengths of the teachers and the needs of the pupils.

Priority Actions:

- Intervention / support focus for 29 pupils. An additional 24 pupils are on track to target naturally, but will remain a focus in class.
- Diminish the difference between boys and girls
- Target PP pupils who, with support, good achieve ARE

Combined	ARE		GDS	
	%	No. of pupils	%	No. of pupils
National Outcomes 2022	59%		7%	
Alameda Outcomes 2022	53%	94	3%	6
February 2022 Mock	35%	62	1%	2
February 2023 Mock	37%	67	2%	4
Oct 2021 Mock	24%	42	1%	2
Oct 2022 Mock	26%	47	0%	0

Combined	All (184)		Boys (86)		Girls (98)		PPG (13)		SEND (43)	
	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD
November Mock SATs AT ARE+/GD	26% (47)	0%	29% (25)	0%	22% (22)	0%	15% (2)	0%	9% (4)	0%
February Mock SATs AT ARE+/GD	37% (67)	6% (11)	41% (35)	9% (8)	33% (32)	3% (3)	23% (3)	0%	14% (6)	0%

Strengths:

- Subject leader for English and maths are working closely having identified target pupils to achieve ARE in reading, writing and maths combined.

Priority Actions:

- Ensure quality first teaching of the 24 pupils who are currently on track to reach ARE in reading, writing and maths.

Targeted intervention through small groups and in class support of 44 pupils across both subjects.



9 SAFEGUARDING

Safeguarding actions completed following November audit

- Website Safeguarding page updated including promotion of BDAP and signposting to the website?
- Debrief of staff from incidents of physical intervention are now recorded with signature
- Keeping Children Safe in Education & Annex A now read by all governors
- An assembly explaining to all pupils the different ways we pupils safe e.g. lanyards
- Low levels concern policy in place
- Visitor signing in and procedure reviewed – new electronic system in place

DSL FARM Meeting

Termly DSL FARM meetings continue to take place. These are well received and are providing an opportunity for supervision and sharing of good practise.

Safeguarding bulletin

A fortnightly safeguarding bulletin is shared amongst staff to keep safeguarding in the forefront of everyone's mind.

Reporting of concerns is completed via CPOMS, an electronic system which is monitored daily by the DSL and Deputy DSL. The information provided below is for the period between 5.12.22 -14.3.23.

	BIC 100	CPP	CIN	Cause for concern	Operation Encompass	LAC
Autumn Term	8	2	4	202	7	3
Spring Term	10	2	4	153	10	3

Operation Encompass

Operation Encompass is the reporting to schools, prior to the start of the next school day, when a child or young person has experienced or been exposed to any domestic abuse.

Operation Encompass will ensure that a member of the school staff, known as a Key Adult, is trained to allow them to liaise with the police and to use the information that has been shared, in confidence, while ensuring that the school is able to make provision for possible difficulties experienced by children, or their families, who have been experienced a domestic abuse incident.

9.1 Child Protection – Thresholds for support

Universal Support	• For children who's needs can be met by accessing resources available to all, eg primary health, school
-------------------	--



HEADTEACHER'S REPORT TO GOVERNORS

Early Help (EHA)	• Early help for children who have specific needs which can be met with targeted support services • Multi agency approach • Parents must consent to the process
Child in Need (Section 17 Children Act)	• Children who's health or development is likely to be significantly impaired without provision or services of the local authority • Parental consent is still required for interventions
Child Protection (Section 47 Children Act)	• For children who are experiencing, or likely to experience significant harm • The process is not dependant on parental consent • Social care have a duty to intervene.

SCR Check

- HT check December 2022
- Chair of Governor check December 2022
- Business manager check February 2023

Training completed this term

DSL

- January Prevent Forum
- February DSL Forum
- February Judicium Education Low level concerns

February DSL FARM meeting well received and providing an opportunity for supervision and sharing of good practise.

Deputy DSL

- January Prevent Forum
- Virtual School Network meeting – January
- February DSL Forum
- February Childhood Trauma
- February Writing effective referrals

Pastoral Team

- LCSB Virtual College Managing Challenging Conversations
LCSB Virtual College Understanding Self-Harm.



10 BEHAVIOUR

The new behaviour policy 'Recognition and Sanctions' chart is improving consistency. The chart has been referred to by staff and helped to explain consequences when discussing behaviours with pupils. Likewise, for rewards for their hard work and effort. A Friday after school detention is a sanction on the chart and is being issued by staff. This is monitored to see any repeat entries and Year Leaders investigate ways to curtail any pattern in behaviours.

A new anti-bullying policy is written, including terminology directly taken from the antibullying ambassador training session for pupils. The ambassadors are to be the driving force around anti-bullying in school, through them delivering assemblies, a permanent display, as well as posters promoting anti-bullying prominently displayed round school. Going forward, following the assemblies and support for the ambassadors, they are to be pupils that other pupils can and want to talk with and support both the perpetrator and target.

To help with monitoring, fields have been created in CPOMS for recording alleged bullying behaviours. Staff have been informed and used the system, but will need reminders until this is embedded practice.

Management of behaviour

Rewards of merits (early lunch pass, badges etc, values postcards, subject postcards and headteacher awards continue).

Introduced Friday after school detention. Below is the overview of the four detentions since the system was set up on SIMs and Edulink.

Year and Gender	Bullying	Defiance	Disruption	Lack of effort (persistent)	Lack of HW (persistent)	Late to PM reg/lesson (persistent)	Misuse of equipment	Misuse of mobile phone	Other	Removal from lesson	Swearing	Truancy
Y5 Boys							x1			x1		
Y5 Girls				x2					x1			
Y6 Boys		x1	x3		x1			x1		x1 twice x1		
Y6 Girls			x1 twice		x1	x2		x2				
Y7 Boys		x2	x1 twice x1 twice x1 twice		x1	x1		x1	x1	x2	x1	
Y7 Girls		x4						x8		x1		



HEADTEACHER'S REPORT TO GOVERNORS

Y8 Boys		x2	x1							x1	x1 x1 twice	
Y8 Girls		x1 twice	x1		x2				x1		x1	

Internal isolations

An isolation may not mean they are out of lessons, but taken out of their break/lunchtimes for the equivalent amount of time.

Boy A	Y5	Kicking another pupil	1 day
Boy B	Y5	Slapping	½ day
Boy C	Y5	Physical behaviour	1 day
Boy D	Y5	Inappropriate comments	½ day
Boy E	Y5	Threatening behaviour	2 days
Girl A	Y5	Pushing and slapping	2 days
Boy A	Y6	Physical	2 lunchtimes
Boy B	Y6	Truancy and persistent defiance	2 days
Boys C,D,E, F	Y6	Physical Contact	1 day each
Boy A	Y7	Persistent defiance	1 day
Boy B	Y7	Fighting	2 days
Boy A	Y8	Physical assault on a pupil	3 day suspension

There has been a drop in the number of KS3 pupils in internal isolations, but an increase in the number in the Friday after school detention; which shows that the Friday after school detention is a more fitting consequence for certain behaviours, as identified in the behaviour policy (recognition and sanctions chart).



11 CPD REPORT TO GOVERNORS

CPD REPORT						
STAFF MEMBER	IDENTIFIED CPD REQUIREMENTS	CPD UNDERTAKEN	CPD REQUIREMENTS MET	COST FOR SCHOOL	EVIDENCE OF THE IMPACT OF CPD ON SCHOOL IMPROVEMENT PRIORITIES	EVIDENCE OF THE IMPACT OF CPD ON PUPIL OUTCOMES
Louise Fox	Teaching and learning	DA impact on children	Ongoing	£ 75	Improving the quality of teaching and learning	Improving the outcomes of disadvantaged pupils
Julie Barrows	Attendance	Improving school attendance (virtual course)	Ongoing	£295	Increasing attendance	Improving attendance to improve pupil outcomes
Alison French Joan Lonie Barbara Ogilvie Jack Rankine Kelly Beevor Claire Power Vicky Taylor Ellie Langdon Tracy Robaszek Katy McGing	Statutory training	First Aid training	Completed	£330	Health & safety	



HEADTEACHER'S REPORT TO GOVERNORS

CPD REPORT						
Senior Leadership Team	Teaching and learning	'Huh, curriculum conversation between subject leaders'	Completed	£ 45	Assisting Senior Leaders in having meaningful curriculum conversations with subject leaders	Effective curriculum planning
Jacqueline Ross Luke Bartishel	SEND best practice	NMSF SEND conference	Completed	£240	To increase SEND expertise and a establish a consistent approach to provision	Supporting all pupils with SEND
Kat How Amy Jennings Elaine Beavis	Explore opportunities to develop leadership and management skills in new role as subject leader Extend range of teaching and learning strategies	NPQSL	On going	No cost for course Cost of cover	Improving the quality of teaching and learning	Pupil meet end of year targets
Hannah Brooks	Become an expert in literacy and leadership.	NPQLL	On going	No cost for course Cost of cover	Improving the quality of teaching and learning	



HEADTEACHER'S REPORT TO GOVERNORS

CPD REPORT						
STAFF MEMBER	IDENTIFIED CPD REQUIREMENTS	CPD UNDERTAKEN	CPD REQUIREMENTS MET	COST FOR SCHOOL	EVIDENCE OF THE IMPACT OF CPD ON SCHOOL IMPROVEMENT PRIORITIES	EVIDENCE OF THE IMPACT OF CPD ON PUPIL OUTCOMES
Amanda Burt	New to teaching KS3 maths	'Specialist knowledge teaching maths for secondary non-specialist teachers'	6 sessions	No cost for course Cost of cover	Improving the quality of teaching and learning	Pupil meet end of year targets
Jacqueline Ross	Comprehensive induction for new Headteacher	CBC Headteacher's Induction	Ongoing	No cost	Effective school leadership.	Improved outcomes.



12 STAFF WELLBEING

We continue to have the appreciation cards on a Friday; each member of staff is able to fill out a card and send it to thankyou@alamedamiddleschool.org.uk for these to be printed on a Friday morning. From these, one card is picked at random for a member of staff to receive the trophy for the week. When the cards and or trophy are given to staff, it always makes them smile and reminds them of good things they do. A variety of teaching and support staff receives these thank you/appreciation cards and trophy.

Staff voice representatives have been set up. Staff members put themselves forward if they felt they would like to do this, names were then pulled out a hat to give one rep for teaching staff and one for support staff. The aim is to give staff another member of staff to share their thoughts, concerns and positives with rather than just the wellbeing lead and giving an opportunity for offloading/solution suggestions. The staff reps are Kerstie Richardson and Mat Brown. Jacqueline and Hayley are meeting half termly with them to discuss any shared information. We have discussed quick fixes/easy wins as well as plans for future in order to help staff with each situation. Minutes of these meetings are taken and shared with staff as well as direct feedback given to each member through the reps.

Parents evenings had caused a strain on staff wellbeing, this was due to change of dates and times, in order to try and meet the demands for appointments. A process of feedback through staff voice and parent forum will be gathered in order to make a better fit plan for next academic year.

