

ALAMEDA MIDDLE SCHOOL



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HEADTEACHERS' REPORT

TO GOVERNORS

Summer term 2023

DOCUMENT STATUS

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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)



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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



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		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



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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.’



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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

The main focus this term has been preparing Year 6 for their SATs tests, which took place between Tuesday 9th May and Friday 12th May. The lead-up to SATs was impacted by two additional strike days and two bank holidays; one on the Monday of SATs week. Although we had Year 6 in on both strike days, and they had double English and double maths on both strike days, their specialist English and maths teachers were not necessarily in school, so the quality of the lessons - specifically a deep understanding of SATS requirements - would have been missing.

Having said that, the children were well prepared. The English and maths teams have been well led by Donna Leonard and Hannah Brookes (Amy Jennings is now on maternity leave). I am confident that no more could have been done this academic year to prepare the cohort better.

The children were provided with breakfast on each of the SATs days and seemed, at least on the outside, to take the assessments in their stride. Phil Harley, Year 6 Leader, does an excellent job of leading his cohort and making them feel relaxed and ready to do their best. The use of the hall, the F-block and various offices was effective with individual pupils' needs catered for (e.g. extra time; SEMH needs etc). We had a monitoring visit from CBC on the Monday morning. Everything was in order and anecdotally we were told the administration of the tests was 'exemplary'. Many thanks to Catherine Tilley for her work in this area. Results will be available on July 11th.

It is expected that we will have a CBC writing moderation this year. We should be informed by Monday 15th May if this is the case.

From May half term, there will be some changes to the roles and responsibilities of the senior leadership team as follows:

- Quality of education – Julie Barrows
- Inclusion (SEND, safeguarding, PP, the more able, EAL) – Louise Fox
- Behaviour and attitudes – Hayley Sibley
- Personal Development – Paul Henry
- Data, assessment, reports, timetable – Donna Leonard

The process of reorganisation has been supported by Sue Teague, Helen Moore and Nicolette Ford. The overarching aim is that each individual will have clearly defined areas of responsibility which they can lead, and be held accountable for. I will continue to line manage the senior leadership team and oversee their work.

The foci for the remainder of the summer term are:

- Timetable for September
- Year group awards evenings
- Reports
- End of year assessments (GLs in Year 5 and 8)
- Site improvements (we are currently getting quotes on updating the library)
- Celebrating Alameda's 50th birthday (29th June)



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- Trips (Belgium; Whipsnade (Year 5); Camping (Years 6 & 7))
- Transition

Health and safety continues to be a concern, particularly in relation to the car park and the number of pupils on the playground playing football. Both of these H&S risks were noticed by our external health and safety advisor when she conducted departmental H&S reviews. Despite asking parents and visitors not to drive onto the site, they still continue to do so; sometimes at speed. Additional measures (retractable bollards) are being put in place which will stop traffic being able to drive past the F-block.

While children are on the field, playing footballs is relatively safe. Discussions are ongoing about either reducing lunchtime by 10 minutes, and/or stopping football in the playground, whilst agreeing what the children need to keep them busy and happy at lunchtimes.

Parents were sent out a survey on 10th May. At the time of writing, 152 responses have been received. While there are many positives, inevitably the survey highlights common themes that need to be addressed. The survey will be analysed in full before the final FGB in July, however, from the comments, areas that still need attention have been identified as:

- Homework
- Communication
- Parents' Evenings
- Uniform
- Support for pupils with SEND
- Bullying/behaviour

Many of these are already being addressed or we are aware need further work (e.g. parents' evenings). A statistical comparison with last year's parental survey will be done to share with governors in July.

Progress against the SIPs are outlined below

1 To improve standards of behaviour

Additional training has taken place with staff on understanding children's brain development and their ability to think rationally and make sensible decisions. On 8th June, Robin Launder (behaviourbuddy.co.uk) will be working with Year Leaders and SLT before leading a 90-minute training session on behaviour. He comes highly recommended by Steve Kelly, CEO of The Pyramid Trust.

There has been one suspension this half term for physical assault on a child.

2 To establish consistent principles of teaching and learning

Helen McCord will be doing a T&L learning walk on Monday 15th May.

A lot of good work has taken place this year (curriculum maps, SEND non-negotiables, retrieval tasks, cross-curricular links etc), but there is still a lot to do. Moving forward, we need to drill down deeper into the quality of the curriculum and the consistency of teaching & learning across the school. We also need to assess how effective the feedback we are giving pupils is (both verbally and in their books) and find out whether and how this feedback helps children to learn.



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I believe there is a need to establish a coaching culture at Alameda, where stronger teachers work with and mentor developing teachers. I would like this to be a focus for T&L next year.

- 3 To develop our KS2 maths provision so the majority of children meet or exceed national levels

From September, the Year 5 pupils will be taught math (and English) by specialist teachers rather than their Year 5 form tutors. This will mean they have two years of 'expert' teaching as opposed to the current system, where they are only taught by specialists in Year 6. This should lead to improved results in 2025.

With immediate effect, the Year 6 math teachers are going to start to teach the Year 5 pupils so that they can start preparing them for next year. Also, for the first time, the Year 5 cohort will sit a SATs paper at the end of this academic year. Used to inform planning, this will give the math team a good benchmark from which to start planning for the gaps that exist in the cohort's knowledge.

Kate Williams, experienced KS2 math SLE, will be joining the team from May half term.

All year groups have daily math slides which they do in afternoon form time.

- 4 To embed a culture of reading across the whole school

DEAR continues three times a week in all year groups. Pupils' positivity towards DEAR varies, but it is an effective, well-researched initiative that guarantees all pupils are exposed to quality fiction for the four years that they are in our care.

Modernising the library is a planned summer work.

Moving forward, more needs to be done to promote and celebrate reading successes.

- 5 To increase SEND expertise and establish a consistent approach to provision

Nationally, both the number of pupils with an EHC plan and the number of pupils with SEN support have increased. This is reflected in Alameda.

From a starting point in September where Alameda's reputation for supporting pupils with SEN was relatively low, progress continues to be made, but for every parent who is happy with the support they receive, there is another parent who feels that the level of support their child needs should be quicker and more substantial. This is reflected in the comments on the parents' survey.

Positive comments include:

'The SEN provision – the staff involved in the support my child have been brilliant'.

'SEND department who genuinely care.'

Suggested changes include:

'SEND support and areas for children and better support'

'SEN support isn't good enough.'

On 27th March, Alameda's SEND provision was RAG rated amber after discussions with the SENDAT, SENDCO, deputy head, and EHCP provision check. The SENDAT comments were:

Alameda Middle School is implementing new SEND processes to improve the effectiveness of support plans and improving the robustness of the assess, plan, do, review (APDR) cycle. There has been a focus on promoting the profile of SEND and developing teachers' understanding of



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meeting SEND needs in the classroom. Parent communication has been developed and their input is fed directly to staff via a staff SEND bulletin. The school seeks the advice of outside agencies such as Jigsaw and the Access and Inclusion team where and when needed. The SENDco is aware of the strengths of the school's SEND provision and the areas that need developing. As the SENDco is new to role and new procedures are not yet embedded the rated will be Amber.

Actions

- To continue to monitor and develop the consistency of personalised SEND strategy implementation across the school by all staff – including statutory strategies and provision detailed in Section F of EHCP plans.
- To ensure the SEND register is up to date and reviewed regularly in collaboration with parents.
- To include 'adaptations for SEND' in all subject monitoring (learning walks and book scrutiny) to ensure a whole school approach to removing barriers to learning for SEND pupils thereby improving outcomes across the curriculum.
- To develop small group and 1:1 provision that is tailored to the needs of the pupils with measurable outcomes.
- To ensure homework is adapted for SEND pupils as part of the homework review.

Luke Bartishel is, unfortunately unwell and awaiting an operation. He is currently signed off from work for two weeks.

- 6 To improve communication with all stakeholders
 - End-of term newsletter (March 23)
 - SATs Newsletter
 - Celebration of Alameda's 50th birthday planned
 - Awards Evenings for all year groups planned
 - Year 5 parents' evening planned
 - Reports for all year groups planned

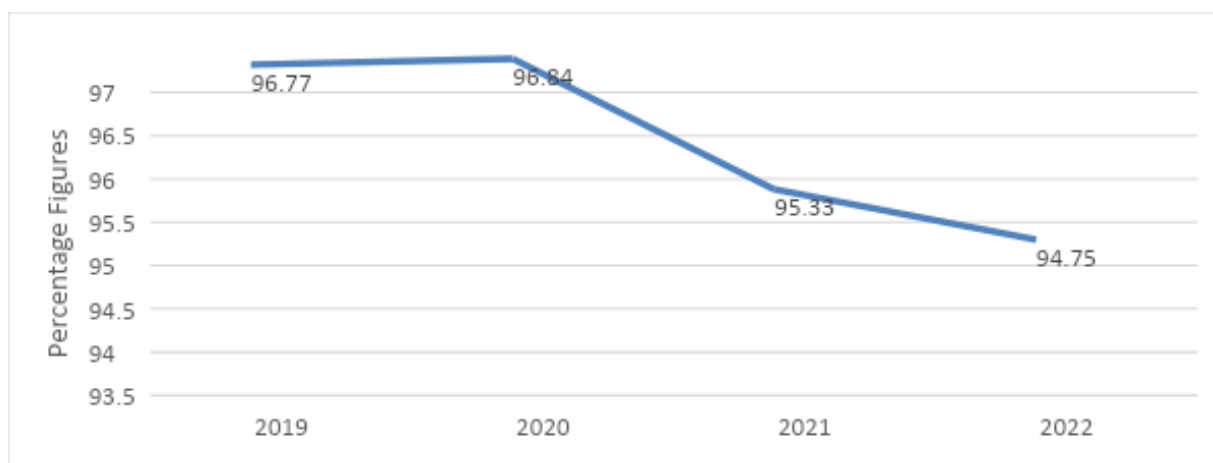
Jacqueline Ross
Headteacher



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	188	725
Admissions this academic year	6	0	4	3	13
Leavers this academic year	4	4	1	4	13
Pupils on roll 02.12.22	171	182	185	187	725
Boy/girl split	86/85	84/98	98/87	85/102	
PAN/Capacity	180	180	180	180	720

4 ATTENDANCE



5th September – 31st March 2023

	<i>Whole School</i>	Year 5	Year 6	Year 7	Year 8	Girls	Boys
Whole School Attendance	93.62	93.42	93.83	93.64	93.60	94.03	93.19
Pupil Premium	89.31	84.84	91.49	90.41	90.69	90.71	88.17
Non Pupil Premium	94.28	94.79	94.08	94.20	94.10	94.47	94.08
Educational Health & Care Plan	92.25	91.05	97.18	88.74	91.89	89.56	93.22
No Special Educational Need	94.43	95.04	94.28	94.18	94.19	94.56	94.29
SEN Support	90.96	89.08	91.82	91.05	91.41	92.24	90.20
No SEN Status	93.76	91.73	94.32	94.39	93.69	93.96	93.45



5th September – March 2022

	Whole School	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 Comparison to previous year

Comparisons are made from last year's year 5, 6 and 7, with this year's 6, 7, and 8 respectively. The social and emotional effects of COVID are evident in the present year 5, 6 and 7. There are a higher number of pupils with anxiety, this will have affected the present years 5, 6 and 7 with the present Year 8 having been in school the most.

- Year 5 to 6, improvement is in EHCP, noticeably lower for SEN Support and PP.
- Year 6 to 7, improvement in EHCP and SEN Support, noticeably lower for PP.
- Year 7 to 8, improvement for PP and EHCP.

4.2 National figures (latest figures published by the government on 4th May for the week 17th April).

National figures 17th April 2023:

Absence rate in primary schools: 6.1% (February 5.0% March 6.2%)

Absence rate in secondary schools: 9.3% (February 8.3% March 9.2%)

Overall to date (4th May) 92.4%, 7.6% absence across all schools.

Alameda 93.8%, 6.2% absence.

Our intention is to try to improve attendance so it meets our aspirational end of year target of 97%.

When a child hits 95% attendance, tutors have an initial conversation with parents. When attendance hits a trigger of 85% and 80% attendance, letters are sent home, including a copy of their child's attendance register for the year thus far; this has generated meetings with parents and their child for further discussion to explore why this might be happening, what support can be put in place and then monitored. It is important for all to hear why high attendance is expected and the difficulties this creates for their learning. The meetings have been effective, as everyone can hear what everyone has to say, but more importantly, everyone knows what has been agreed and what is expected of each party. This clarity has improved attendance for these pupils.

Presently, working with Amanda Akyuz, county attendance officer, involving meetings in school with parents and pupils, online meetings and Amanda visiting them at home. Presently working with:



Year 8 x 1 girl, improving, now at 83.6%

Year 8 x 2 boys, steady at 83.2% and 82.5%

Year 5 x 2 boys, boy A - declining now at 49.6% - County have identified him as a section 19 from the Education Act 1996 - *"Each local authority shall make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them."* We did a home visit early in the year and his attendance improved for a short time. Presently we are going to do another home visit w/b 15.05.23. We are also liaising with Redborne as his brother is a concern too.

Boy B - 38.77% is a CIN from lower school, and we are continuing to work with social services and CBC.

4.3 Child missing in education (CME)

The Year 5 boy on 18% attendance, who is a traveller and recorded as a CME, is now in a school and CBC have officially allowed him to be taken off roll.

We have one Year 8 boy who we have registered as CME. As we have email contact with the boy's father, CBC have asked us to initially find out which school he is attending in Nigeria. Although the father emailed the details of a school, we have not had any response and the telephone number says it is an unknown number. We are presently liaising with CBC.

4.4 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 x 1	5		November 2022
Boy x 1	5		December 2022
Boy x 1	6		December 2022
Boy x 1	7		December 2022
Girl x 1	7		March 2023
Boy x 1	5		April 2023

Fixed penalty notice (FPN)

Pupils	Year	Reason	Date issued
2 pupils	8	Unauthorised holiday	September 2022
2 pupils	5	Unauthorised holiday	October 2022



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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
1 pupil	5	Unauthorised holiday	April 2023
1 pupil	8	Poor attendance	April 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	20%	16.6%
Stage 0	0	0%	
Stage 1	92	13%	
Stage 2	36	5%	
EHCP	21	3%	4%

SEN Pupils by Year Group			
Y5	Y6	Y7	Y8
31	48	33	36

Area of Need	Number / % of pupils
Cognition and Learning	53 (36%)
Communication and Interaction	33 (22%)
Social, Emotional and Mental Health	50 (34%)
Sensory and/or Physical	13 (9%)

5.2 Attendance – 2022-2023

Autumn Term 1	% - SEN support	% - EHCPs	% - Non SEND
Attendance	90.96%	92.25%	93.76%
Suspensions	4	2	1
Permanent exclusions	0	0	0



6 PUPIL PREMIUM

Over the last number of months, the main focus with Pupil Premium has been:

- Ensuring all staff know what Pupil Premium is and what it should be used for.
- Making all staff even more aware of the students registered as pupil premium.
- Sharing key messages with all staff regarding pupil premium.
 - This has involved weekly updates to staff comparing pupil premium and non-pupil premium students in areas such as attendance, SEN and behavior and achievement points.
- Staff have been invited to contribute ideas on how to spend the Pupil Premium funding. By ensuring pupil premium is now a weekly update and in the minds of staff the engagement is improving and staff are thinking creatively on how to spend the funding to support our students.
- We continue to ask staff to 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.
- Since, Pupil Premium learners respond best to a positive learning environment, we continue to request staff to meet and greet learners at the door to welcome them into the classroom.
- 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 - for example Cooking & Nutrition ingredients in Design & Technology.
- The weekly data analysis and updates are being used to identify areas of potential spending and as a result improved support for our Pupil Premium students next year.
- The percentage of students registered as Pupil Premium that we expect to join us in 2023/2024 is in line with our current numbers. Over the next few months we will be discussing Pupil Premium as part of the transition events as we determine how best to support our new Year 5 starters in September.

6.1 CONTEXT 2022 – 2023

	Number	Percentage
Year 5	23	13.4%
Year 6	18	9.8%
Year 7	27	14.6%
Year 8	27	14.6%
Whole School	95	13.1%



7 LEADERSHIP AND MANAGEMENT

The reshuffle of SLT roles will begin after half term.

English and math will be taught by specialist teachers in Year 5.

Kelly Haywood has resigned from her position as Finance Manager and leaves on 14th July.

There have been no further resignations, although teachers have until 31st May to hand in their notice for September.

New starters

Kate Williams, teacher of math (June)

Judith Pooley, English and humanities teacher (June)

Zoe Grace, science teacher 0.6 (September).

Ana ??

8 QUALITY OF EDUCATION

8.1 Subject Leaders

- End of year assessments will take place, including GL tests for years 5 & 8
- Summer term monitoring:
 - Work scrutiny
 - Form time learning walks
 - Pupil voice
- Quality and quantity of homework to be monitored.
- Cross-curricular triads have been put together based on the areas for development which were identified in the formal autumn term lesson observations. Groups have been put together based on development need and fit into these categories: making starter activities purposeful; pace; formative assessment; engagement; challenge; modelling.



8.2 Outcomes

Double click on the picture below for Spring Data Report

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SPRING 2023 DATA REPORT FOR GOVERNORS



9 SAFEGUARDING

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 practice between schools.

Safeguarding bulletin

Shared fortnightly – see example on Governor Hub. Keeps safeguarding at 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 14.3.23 – 8.5.23.

	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
Summer Term	3	3	5	77	2	4

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
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.



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.

SCR Check

20.3.23 Jacqueline Ross

23.3.23 Simon Ratcliffe

Training completed this term

DSL

- May 2023 - Prevent Train the Trainer Webinar

Deputy DSL

- April 2023 - Virtual School Network meeting
- May 2023 - Prevent Train the Trainer Webinar



10 BEHAVIOUR

10.1 Internal isolations:

Spring term 04.01.23 – 31.03.2023	Year 5		Year 6		Year 7		Year 8	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Reports of racist incidents and isolation							X 2 boys	
Reports of bullying			X2 boys					
Reports of homophobic incidents and isolation								
Internal isolations (number)	3 x 1 day, 1 x 2 days, 1 x 2 occasions	1 x 2 days	1 x 3 occasions 2 x 2 occasions 5 x 1 day		2 x 2 occasions 3x 1 day		4 x 1 day	
Fixed term suspension (days)			1 boy 2 days on 2 occasions				X1 boy 3 days	
Permanent Exclusion								

10.2 Reasons for internal isolations:

Year 5 - physical behaviour and one boy making ableist comments to another pupil.

Year 6 - physical behaviour and two for pupils for theft.

Year 7- defiance, physical contact, one boy defiance.

Year 8 - physical and racist comments.

10.3 Fixed term suspensions:

Date	Year	Reason
1st December 4 days	Year 7 boy	Possession of cannabis
10th December 2 days	Year 8 boy	Physical assault on a pupil
24th February 1 day	Year 7 boy (a)	Physical assault on a member of staff
16th March 2 days	Year 7 boy (a)	Physical assault on a member of staff
29th March 2 days	Year 6 boy (b)	Persistent disruption



HEADTEACHER'S REPORT TO GOVERNORS

4th May 2 days	Year 6 boy (b)	Physical assault on a pupil and persistent disruption
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10.4 Anti-bullying

Following policy, any alleged bullying incidents are recorded in CPOMS then after investigation are either 'confirmed' or recorded as 'unfounded'. However, sometimes after investigation, the pupil's actions where they have been unkind and , if repeated would constitute bullying, then the record stays on the system, so if repeated with any person(s), the new incident will be treated as bullying.

A = Alleged	U = Unfounded	V = verbal, I = indirect, P = physical	
Year 5	Year 6	Year 7	Year 8
A - boy - V	U - girl - V	A - boy - V	A - girl V
U - boy - V	A - boy - V	A - boy - V	A boy V.I.
A - boy - V	C - boy - P		A - boy V
U - girl - V			A - girl - V
U - boy - V			U - boy - V



10.5 Management of behaviour

Friday after school detention. Below is the overview of the detentions January to 11th May 2023.

Supervision by teaching staff.

Year leaders look for patterns and speak with the pupil and home to try to understand what is happening and why and what could be done to avoid repeat behaviours. The areas of larger numbers such as misuse of mobile phones, disruption and removal from a lesson were the scenarios used in a staff meeting, to gauge the responses and aim for consistency. Comparisons can be made next term.

Year and Gender	Bullying	Damage property	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			x1		
Y5 Girls					x2					x1			
Y6 Boys			x1	x5		x1			x1	x1	x1 twice x1	x1	x1 twice x1
Y6 Girls				x1 twice		x1	x2		x2				
			x2	x1 twice x1 twice x1 twice		x1	x1		x1	x3	x2	x1	x3
Y7 Boys													
Y7 Girls			x4						x9		x1		x2
Y8 Boys		x1	x2	x2	x1				x1	x2	x1	x3 x1 twice	
Y8 Girls			x1 twice	x1		x2			x2	x1		x2	x2

10.6 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



10.7 Achievement and Behaviour Analytics

We have been working with Edulink One trialling analysing the entries in Edulink. They have now created a very powerful analytical tool which allows information entered to be assessed in a whole manner of ways. This was discussed at the governor visit on Friday 5th May and is submitted as a separate document as part of this report.



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



HEADTEACHER'S REPORT TO GOVERNORS

CPD REPORT						
Louise Fox	Teaching and learning	DA impact on children	Ongoing	£ 75	Improving the quality of teaching and learning	Improving the outcomes of disadvantaged pupils



CPD REPORT						
Julie Barrows	Attendance	Improving school attendance (virtual course)	Ongoing	£295	Increasing attendance	Improving attendance to improve pupil outcomes



CPD REPORT						
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	
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



HEADTEACHER'S REPORT TO GOVERNORS

CPD REPORT						
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	
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

Staff voice is working well, staff are happy to share their thoughts or concerns with Kerstie and Mat who then bring these to the meeting. They are a messenger and they are happy that this is not having an impact on their wellbeing within the workplace. Staff have sent thanks via the meetings for the issues that had been addressed following previous meetings, this is really positive.

The monthly wellbeing bulletin is mainly received well and staff have been asked to suggest what they may like to be included on these and similarly it is something there to support if wanted.

We have reintroduced the wellbeing/wellness action plan meetings on a optional basis, this is due to recent feedback. It has been shared in briefing and line managers have emailed their teams to ask them if they wish to have one to inform them.

On the weekly check in for pupils, there is a slide to outline to the children who in school can help if they are unhappy and also a mention of the green and red lanyards to remind pupils about these and how we keep them safe. We have opened up the field earlier than usual to try and gain as much use of the much-needed space for the pupils. The Year 5 outdoor area is very popular with them and has given them a calm and safe place away from a busy playground/field.

