

# ALAMEDA MIDDLE SCHOOL



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## HEADTEACHER'S REPORT TO GOVERNORS

End of Summer term 2023

### DOCUMENT STATUS

|                          |                         |
|--------------------------|-------------------------|
| REPORT AUTHOR            | Jacqueline Ross         |
| PERIOD COVERED BY REPORT | End of Summer term 2023 |
| REPORT DATE              | July 2023               |
| REPORT SUBMITTED TO      | FGB                     |

### 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<br>Expected standard<br>Above expected standard<br>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.<br><br>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.<br>This is Louise Fox, Deputy Headteacher<br>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                 | <p>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:</p> <ul style="list-style-type: none"> <li>• behaved in a way that has harmed, or may have harmed, a child</li> <li>• possibly committed a criminal offence against children, or related to a child, or</li> <li>• behaved towards a child or children in a way that indicates s/he may pose a risk to children. (Working Together 2018)</li> <li>• Behaved or may have behaved in a way that indicates they may not be suitable to work with children</li> </ul> |
| 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                                | <p>Additional funding received for disadvantaged pupils. This is awarded in the following categories:</p> <p>Ever 6 FSM (Free School Meals) – a child who has been eligible to receive free school meals in the last 6 years.</p> <p>CLA or LAC/Post LAC or CLA - a child who has previously been classified as CLA/LAC</p> <p>Service children</p>                                                                                                                                                                                                                                                                                                                                                                         |
| 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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|             |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |                                             | <p>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.</p> <p>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'.</p> <p>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.</p> <p>RADY is initially a 3-year project and is priced as follows:</p> <p>Year 1 is £1150<br/>Year 2 is £800<br/>Year 3 is £800</p> <p>This is being funded by Central Bedfordshire Council</p> |
| 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.<br>We would refer to a "child with SEND" – <b>NOT</b> a SEND child.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| SEND Stages | QFT (Stage 0)<br>Stage 1<br>Stage 2<br>EHCP | Quality First Teaching – the needs should be met by QFT<br>Central Bedfordshire's graduated response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| SIA         | School Improvement Advisor                  | Advisor allocated by the Local Authority to support schools.<br>Paid for and employed by Central Bedfordshire Council<br>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.<br>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.<br>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

As is usual, the summer term has been busy with reports, Year 6 SATs, end of year assessments and GL tests (Years 5 and 8). SATs results will be available on 11 July.

Additionally, school has been busy with a range of trips and extra-curricular activities and events: sports days, Alameda's 50<sup>th</sup> birthday; KS3 science fair, Year 5 celebration assembly, Awards Evenings, the Year 8 Belgium trip, Years 6 & 7 camp etc. Thanks must go to the many staff who have given up their free time to support these experiences for the children.

Sue Teague visited school on 28 June. In her summary, she said *'The school felt calm and orderly and pupils were enjoying learning in a wide range of subjects.'* The full report has been uploaded to Governorhub.

The senior leadership team roles have been reallocated 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

To strengthen the team, prepare for succession and retain key staff, Amy Jennings has been promoted to the role of Associate Assistant Headteacher with responsibility for behaviour for learning. In this role, she will be able to support both Julie and Hayley, focusing on teachers' routines and behaviours to reduce poor behaviour.

Staffing has been challenging, particularly this half term. This is a combination of long-term absence (HW, BF and LB), maternity (AJ and GY), shared parental leave (TS) and staff leaving (SW). This, in addition to the trips, has resulted in an increase in cover, which upsets the natural rhythm of school. With new recruits and less supply, the consistency of good teaching will improve in September.

The timetable has been written for next year and shared with all staff. We are moving away from the primary model so that teachers can teach to their strengths and pupils will receive more specialist teaching, particularly in the core subjects of English, math and science, but also in subjects such as French and music, which require a level of expertise.

The parental survey has been analysed and uploaded to Governorhub. In summary, there are marked improvements on last year, however there is an overwhelming lag between Year 7 parents and all other year groups on most counts. I have invited all parents of (current) Year 7 pupils to a parents' information evening on 7 September where I will share my vision for the school and set out our hopes and expectations for the year.

Complaints can be overwhelming and the demands and expectations of some parents are unrealistic. The tone used is frequently demoralising and damaging to the recipients. By way of example, Mr Oliver received an email after sports days that said how 'awful' the sports days were and that we 'should feel ashamed and do something different'. I have been told that our English curriculum is 'lazy, ignorant, industry led and ideologically driven' and the decision to remove lockers is a 'ridiculous proposal'. Clearly, at times, we get things wrong and parents are well within their



rights to raise concerns and seek resolution, but this should be done constructively and with respect, which is far from the case currently.

The NEU held two additional strike days on 5 and 7 July. On both days, Alameda was partially open. Transition day was held on 6 July. Transition evening will take place on 18 July.

Sherryl Cousins conducted a Health and Safety Audit Report in June. We were compliant in all areas and the suggestions for improvement were minor.

Barriers have now gone up to prevent staff and parents driving on the school site. This has reduced traffic to deliveries only which has made a significant difference. Footballs have been banned on the playground at break time. While pupils are enjoying lunchtime on the fields, the number of football-related injuries is reduced. From September, the plan will be to reduce lunchtime by ten minutes (the time when all year groups are out playing) and introduce a five-minute movement between lessons 1 and 2, and 3 and 4.

Progress against the SIPs are outlined below

### 1 To improve standards of behaviour

All staff enjoyed an excellent behaviour session during the twilight on 8 June. Robin Launder led a session for SLT and Year Leaders which was followed up by the two-hour session. The training was recommended by Steve Kelly (CEO, The Pyramid Trust) and focused on the behaviours of teachers and how to build positive routines and relationships to *prevent* poor behaviour. As a result of the session, we have fine-tuned our expectations for entering classrooms, starting lessons, using a common language and leaving the classroom. Staff enjoyed the session and it has taken us forward again in terms of consistency. We will continue to refer back to this session and embed his ideas into our day-to-day practice.

There have been three suspensions this half term: two Year 6 boys for physical assault on a child (separate incidents) and one Year 8 girl for possession of a banned item (vape).

### 2 To establish consistent principles of teaching and learning

Robin's session has definitely fed into these consistent principles. Sue Teague commented on the consistency rather than uniformity amongst subject leaders.

Next year, the focus needs to shift to two things: the depth of the curriculum planning and sequencing, and the quality and frequency of marking and feedback.

Formal lesson observations will take place in the autumn term and every teacher will be paired with a mentor to encourage collaboration and the sharing of good practice. The pairs will be put together based on development needs. E.g. a 'curt' communicator will be placed with a 'warm' teacher; a new subject lead will be paired with an experienced subject lead etc.

### 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.

Kate Williams, an experienced KS2 math SLE has joined the team from May half term.

### 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 (feedback from parents). We are also reviewing the quality of the texts we teach in English to make sure that pupils are exposed to a good standard of literature whilst being appropriately stretched and challenged.

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

Refer to section 5 below.

Luke Bartishel has only been able to work limited hours this term. With an operation planned for the summer, it is anticipated that he will be able to return in September at full capacity.

### 6 To improve communication with all stakeholders

- Message from the Headteacher May 23
- Summer term curriculum maps shared in all year groups
- KS3 science fair
- Celebration of Alameda's 50<sup>th</sup> birthday
- Awards Evenings for Years 6, 7 & 8
- Year 5 celebration assembly
- Reports for all year groups
- End-of-year newsletter 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      | 2      | 12    |
| Leavers this academic year    | 4      | 5      | 1      | 5      | 15    |
| Pupils on roll 06.07.23       | 171    | 181    | 185    | 185    | 722   |
| Boy/girl split                | 86/85  | 84/97  | 98/87  | 85/101 | 722   |
| PAN/Capacity                  | 180    | 180    | 180    | 180    | 720   |

Due to an appeal, our intake for Year 5 in September will be 189.



## 4 ATTENDANCE

### 5<sup>th</sup> September – 14<sup>th</sup> June 2023

|                                | <i>Whole Sch</i> | Year 5 | Year 6 | Year 7 | Year 8 | Girls | Boys  |
|--------------------------------|------------------|--------|--------|--------|--------|-------|-------|
| Whole School Attendance        | 93.93            | 93.59  | 94.19  | 93.92  | 93.99  | 94.32 | 93.52 |
| Pupil Premium                  | 89.61            | 85.03  | 91.96  | 89.95  | 94.96  | 91.33 | 88.19 |
| Non-Pupil Premium              | 94.59            | 94.68  | 95.26  | 94.91  | 93.93  | 94.71 | 94.45 |
| Educational Health & Care Plan | 91.08            | 92.09  | 90.36  | 88.97  | 92.92  | 89.41 | 91.68 |
| No Special Educational Need    | 94.65            | 95.01  | 94.66  | 94.42  | 94.55  | 94.75 | 94.54 |
| SEN Support                    | 91.79            | 90.36  | 92.45  | 91.32  | 91.91  | 92.73 | 91.16 |
| No SEN Status                  | 94.22            | 91.68  | 94.91  | 95.09  | 94.06  | 94.49 | 93.79 |

### 5<sup>th</sup> September – 31<sup>st</sup> March 2023

|                                | <i>Whole Sch</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 |

### 5<sup>th</sup> September – 16<sup>th</sup> December 2022

|                                | <i>Whole Sch</i> | Year 5 | Year 6 | Year 7 | Year 8 | Girls | Boys  |
|--------------------------------|------------------|--------|--------|--------|--------|-------|-------|
| Whole School Attendance        | 92.96            | 93.25  | 93.32  | 92.51  | 92.79  | 93.47 | 92.43 |
| Pupil Premium                  | 89.21            | 87.55  | 90.61  | 90.53  | 88.53  | 89.87 | 88.79 |
| Non-Pupil Premium              | 93.42            | 94.07  | 93.53  | 92.81  | 93.32  | 93.79 | 93.01 |
| Educational Health & Care Plan | 91.99            | 93.93  | 96.62  | 85.29  | 90.93  | 88.60 | 93.04 |
| No Special Educational Need    | 93.75            | 94.46  | 93.92  | 93.29  | 93.41  | 93.80 | 93.69 |
| SEN Support                    | 90.26            | 89.23  | 91.46  | 89.46  | 90.16  | 92.38 | 89.07 |
| No SEN Status                  | 93.01            | 91.71  | 93.55  | 92.93  | 93.12  | 93.40 | 92.40 |

Our whole school attendance figures are steadily rising, which is not the same for national figures:

Overall to date – 5<sup>th</sup> May 92.8%, 7.6% National absence across all schools.

Alameda 93.7%, 6.3% absence.

Overall to date – 15<sup>th</sup> May 92.6%, 7.4% National absence across all schools.

Alameda 93.8%, 6.2% absence.

Overall to date – 15<sup>th</sup> June 92.6%, 7.4% National absence across all schools.

Alameda 94.11%, 5.89% absence.

Both the National attendance and our attendance are lower than the attendance percentages pre COVID. Our Attendance policy was rewritten in accordance to the new DFE regulations that applied from September 2022 - 'Working together to improve school attendance' and 'Summary table of responsibilities for school attendance', as well as Central Bedfordshire 'Attendance and Absence Policy'. The policy has been adopted by Russell, Maulden and the Firs lower schools.

To maintain consistency, we have worked collaboratively with all schools in the pyramid, liaising over any Leave of absence (LOA) forms and absences causing concern. As a cohort, we recognised that LOA forms were being submitted for four days absence, which parents knew would be 'unauthorised', but not incur a fine, as it did not meet the 10 sessions (5 days) out of school



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threshold. However, on the fifth day, the pupil would be reported as being ill. To address this, it was agreed to send *all* parents an explanation, that if their child was reported sick for the fifth day of a 4-day LOA, then the fixed penalty notice (FPN) would be submitted. There have been **26 FPN administered thus far this year**, one out of the 26 was revoked after further evidence of the pupils being educated in Japan.

PP attendance – there are two identified pupils in year 5 who have very low attendance, one boy (32.42%), is on a section 19 from CBC and receiving home tuition for 6 weeks until the end of term. There will be a review meeting. The other boy (52.73%), is also closely being monitored by the EWO, and we are working closely with social services and liaising with RUS as his older brother goes to RUS. If the attendance % for these two are taken out of the Year 5 PP attendance **goes up to 92.24% by 4.51% and PP overall to 94.12%**! There are no specific individuals who affect the other year group 5 attendance figures.

We have created case studies for pupils with low attendance and identified any that are PP/SEND – the two Year 5 PP boys are part of the study cases. Within the study, there are successes and some that will continue to be monitored. There is a huge increase in the number of pupils with mental health issues, though there is no code as yet from the government for anxiety. Our pastoral and attendance teams are working closely with pupils and families to support. 'Bella' Mrs Richardson's therapy dog, craft sessions, art sessions, adjusted timetables and 1:1 meetings are making a positive difference and attendance is improving, but there is no quick fix.

| <i>Tracking Year on Year</i>   | 5 <sup>th</sup> Sept –<br>14 <sup>th</sup> June<br>2023 | Sept21 –<br>6 <sup>th</sup> July 22 | Sept 20 –<br>June 21 | Sept 18 –<br>July 19 | Sept 17 –<br>July 18 | Sept 17 –<br>July 18 | Sept 16-<br>July 17 |
|--------------------------------|---------------------------------------------------------|-------------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|
| Whole School Attendance        | <b>93.93</b>                                            | 94.27                               | 96.56                | 96.27                | 95.64                | 95.64                | 96.09               |
| Pupil Premium                  | <b>89.61</b>                                            | 90.84                               | 93.54                | 92.43                | 93.30                | 93.30                | 93.61               |
| Non- Pupil Premium             | <b>94.59</b>                                            | 94.80                               | 96.93                | 96.73                | 95.98                | 95.98                | 96.49               |
| Educational Health & Care Plan | <b>91.08</b>                                            | 85.45                               | 87.85                | 88.43                | 94.77                | 94.77                | 97.78               |
| No Special Educational Need    | <b>94.65</b>                                            | 94.77                               | 96.99                | 96.49                | 96.03                | 96.03                | 97.07               |
| SEN Support                    | <b>91.79</b>                                            | 91.97                               | 95.55                | 94.62                | 93.89                | 93.89                | 93.19               |
| No SEN Status                  | <b>94.22</b>                                            | 95.15                               | 96.68                | 96.66                | 95.82                | 95.82                | 95.98               |

### Comparison to previous years

At the time of submitting this report (5th July 2023) attendance percentages continue on an increasing positive trend and may surpass the end of year percentages compared to last year:

Whole school ▲ 94.09%

Pupil premium ▲ 90.17%

With very little difference for:

Educational Health & Care Plan 91.03%

SEN support 91.73%



## 5 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

| Identification                          |    |        |    |                      | Curriculum for pupils with SEND                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
|-----------------------------------------|----|--------|----|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|                                         |    |        |    |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
| SEN Stage                               |    | Number |    | % Of whole school    | National %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |  |
| Pupils on roll                          |    | 725    |    | 100%                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
| No SEN                                  |    | 575    |    | 79%                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
| SEN Support                             |    | 150    |    | 20.7%                | 16.6%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |  |
| Stage 1                                 |    | 94     |    | 13%                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
| Stage 2                                 |    | 32     |    | 4.4%                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
| EHCP                                    |    | 24     |    | 3.3%                 | 4%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |  |
|                                         |    |        |    |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
| Number of pupils with SEN by Year Group |    |        |    |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
|                                         | Y5 | Y6     | Y7 | Y8                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
| Stage 1                                 | 23 | 28     | 29 | 21                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
| Stage 2                                 | 4  | 13     | 7  | 8                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
| EHCP                                    | 5  | 7      | 5  | 7                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
|                                         |    |        |    |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
| Area of Need                            |    |        |    | Number / % of pupils |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
| Cognition and Learning                  |    |        |    | 56 (37%)             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
| Communication and Interaction           |    |        |    | 32 (21%)             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
| Social, Emotional and Mental Health     |    |        |    | 50 (34%)             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
| Sensory and/or Physical                 |    |        |    | 12 (8%)              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
|                                         |    |        |    |                      | Intent statement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |  |
|                                         |    |        |    |                      | <ul style="list-style-type: none"><li>Ensure that needs are identified as early as possible and support is put into place</li><li>All children are entitled to receive a high-quality of education regardless of their needs or disabilities.</li><li>Children are equipped with the tools needed to become independent learners, both inside and outside of the classroom.</li><li>Ensure that children have access to a broad and balanced curriculum which is appropriately adapted to enable all children to succeed</li></ul> |  |  |  |  |
|                                         |    |        |    |                      | Implementation: All classes will offer:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |  |
|                                         |    |        |    |                      | <ul style="list-style-type: none"><li>High quality teaching, adapted to meet the needs of all pupils</li><li>Non-negotiables – See T &amp; L handbook</li></ul>                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
|                                         |    |        |    |                      | Individual offer for pupils with SEN:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |  |
|                                         |    |        |    |                      | <ul style="list-style-type: none"><li>Show confidence and resilience in the classroom</li><li>Demonstrate high levels of engagement in activities</li><li>Make progress from their starting points</li><li>Develop independence and skills to support them throughout life</li><li>Work collaboratively with their peers on shared tasks</li><li>Have the same opportunities and experiences as all pupils</li></ul>                                                                                                               |  |  |  |  |



## HEADTEACHER'S REPORT TO GOVERNORS

### Attendance – 2022- 2023

| Autumn/ Summer Term  | SEN support | EHCPs  | Non- SEND |
|----------------------|-------------|--------|-----------|
| Attendance           | 91.79%      | 91.08% | 94.65%    |
| Suspensions          | 4           | 3      | 0         |
| Permanent exclusions | 0           | 0      | 0         |

#### So far this term

- ASD consultant continues to work with pupils and SEND department
- APDR paperwork evolving
- Interim EHCP reviews completed
- New Assistant SENDCO appointed
- New teaching assistant appointed
- Lower and Upper SEND transition meetings & visits
- ASD outreach for Year 7 pupil

### Strengths and Areas for Development

#### Our key strengths in SEND:

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

#### Our key areas for development for SEND:

- Effective use of TAs in the classroom
- Adaptive teaching
- Provision mapping
- Paperwork for assess, plan, do, review cycle
- Parents/carers & pupil voice
- Evaluate stages of SEND against CBC graduated approach



### 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 SUCCESSES 2022/2023

In addition to interventions, student pastoral support and quality first teaching the following are some successes

- Covered all or part of some school trips which allowed our PP students to attend.
- Purchased every PP student a book at the school book fair. Positive emails in from parents.
- Provided clothing for some students who needed support.
- Provided food for some of our vulnerable students
- Music lessons contributed to for some students.
- Provided a Chromebook to some of our students to allow them to access work at home. This will be rolled out further in 2023/2024.



## 6.2 CONTEXT 2022 – 2023

|              | Number | Percentage |
|--------------|--------|------------|
| Year 5       | 22     | 12.9%      |
| Year 6       | 18     | 9.9%       |
| Year 7       | 27     | 14.6%      |
| Year 8       | 28     | 15.1%      |
| Whole School | 95     | 13.2%      |

## 6.3 PLAN FOR 2023/2024

The Pupil Premium budget for 2023/2024 is currently being assigned. To help ensure Pupil Premium is a school wide focus our staff have been asked to share requests and justify how the spending would be used. In addition to continuing and building on the current actions, some other plans include;

- Staff have been asked in a recent meeting to ensure that they consider our PP students when organising trips. The PP and EVC leader is now the same person so this allows greater monitoring.
- A letter has been prepared to go out to parents in September with details on trips and what we will contribute to allow them plan ahead.
- The provision of a Chromebook for the PP students will be developed.
- A big aim is to develop parental engagement further.



### 7 LEADERSHIP AND MANAGEMENT

An internal position for a Head of math will be advertised before the end of the academic year. Math will continue to be line-managed by Donna, but this will free up some of her time and strengthen the math department.

#### New starters

Kate Williams, teacher of math (June)

Judith Pooley, English and humanities teacher (June)

Zoe Grace, science teacher 0.6 (September).

Anna Bevilacqua, Head of MFL (September)

Gemma Donaldson, Assistant SENDCo (July 17)

Delia Boston, Teaching Assistant (July 17)

#### Vacancies

Head of Computing

Cover Supervisor

Emotional Literacy Support Assistant (ELSA) – internal opportunity

LSA



## 8 QUALITY OF EDUCATION

### 8.1 Subject Leaders

- Sue Teague complimented the consistency of curriculum leaders. Some areas are more developed than others (e.g. English, maths, DT and humanities). In other areas the subject leader is new or relatively new and plans are less well embedded (e.g. Computing, RE and music).
- Two subject leads have been on the NPQSL this year, which has tangibly benefited their practice.
- End of year assessments have taken place, including GL tests for years 5 & 8
- Subject leaders' meetings now have a set agenda, to ensure that all key areas are discussed and that there is consistency of expectation across and between subjects. Agenda items include:
  - Key calendar dates and monitoring schedule
  - Teaching and Learning
  - Marking and feedback
  - Monitoring
  - Assessment, data and reporting
  - SEND Update
  - Pupil Premium
  - The More Able
  - Literacy across the curriculum (LAC)
  - Careers
- Subject Leaders meetings have been moved to the start of each half term from September as this is where change will be driven from.
- The improvement foci for 2023/24 will be on the quality, depth and ambition of the curriculum and the quality of feedback and marking.



## 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. Transition of vulnerable pupils has been the focus for this terms meeting. DSL's from all school have met and shared case files. Alameda DSL will attend year 4 core group and TAC meetings this term to allow continuity and build positive relationships with new families.

### Staff Training

Safeguarding bulletin - Keeps safeguarding at the forefront of everyone's mind.

Staff meeting – Review of recent KCSIE quiz. Misconceptions clarified

Staff completed the KCSIE quiz around signs and indicators of abuse.

### Reporting of Concerns

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 8.5.23 4.7.23

|               | 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   |
| Summer Term 2 | 4       | 2   | 5   | 90                | 8                   | 4   |

### 9.1 Child Protection – Thresholds for support

|                                         |                                                                                                                                                                                                                                                  |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Universal Support                       | <ul style="list-style-type: none"> <li>For children who's needs can be met by accessing resources available to all, eg primary health, school</li> </ul>                                                                                         |
| Early Help (EHA)                        | <ul style="list-style-type: none"> <li>Early help for children who have specific needs which can be met with targeted support services</li> <li>Multi agency approach</li> <li>Parents must consent to the process</li> </ul>                    |
| Child in Need (Section 17 Children Act) | <ul style="list-style-type: none"> <li>Children who's health or development is likely to be significantly impaired without provision or services of the local authority</li> <li>Parental consent is still required for interventions</li> </ul> |



## HEADTEACHER'S REPORT TO GOVERNORS

|                                                           |                                                                                                                                                                                                                                          |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Child Protection<br/>(Section 47<br/>Children Act)</b> | <ul style="list-style-type: none"><li>• For children who are experiencing, or likely to experience significant harm</li><li>• The process is not dependent on parental consent</li><li>• Social care have a duty to intervene.</li></ul> |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 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

19.05.2023 Governor SCR check S Ratcliffe with D Fickling/L Fox

### LADO Referrals

2 referrals made – staff were not employees of Alameda

### Training completed this term

DSL

June 23 - Designated Safeguarding Leads - Update

June 23 – CBC Designated Forum

Deputy DSL

June 23 – CBC Designated Forum



## 10 BEHAVIOUR

Summer Term 07.04.2023 – 05.07.2023

### Internal isolations:

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

|        |    |                                              |        |
|--------|----|----------------------------------------------|--------|
| Boy A  | Y5 | Physical behaviour                           | 1 day  |
| Boy A  | Y6 | Physical behaviour and intimidating language | 1 day  |
| Boy B  | Y6 | Inappropriate language                       | 1 day  |
| Boys C | Y6 | Attempted theft                              | 1 day  |
| Boy D  | Y6 | Physical/sexual bullying behaviour           | 2 days |
| Boy A  | Y7 | Vandalism and defiance                       | 1 day  |
| Boy A  | Y8 | Physical and racist comments                 | 3 days |

Last term there were 28 isolations, this term there have **only been 9 to date** which is a huge improvement.

### Fixed term suspensions:

| Date                  | Year Group          | Reason                                             |
|-----------------------|---------------------|----------------------------------------------------|
| 4 <sup>th</sup> April | Year 6 boy x 2 days | Physical assault & persistent disruptive behaviour |
| 19 <sup>th</sup> June | Year 6 boy x 3 days | Physical assault against a pupil                   |
| 26 <sup>th</sup> June | Year 8 girl x 1 day | Prohibited item in school                          |

Last term and this, there were 3 fixed term suspensions

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                   |
| U- boy – V and I  | U - boy - I   | A - boy – P and I                      | A - girl – I and P and V |
| U - boy - V       | A - boy - P   | A – girl – P and I and V               | A -girl – V and I        |
| A -girl – V and I | A - boy - P   | U – girl - I                           | A -girl – V and I        |



## HEADTEACHER'S REPORT TO GOVERNORS

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A-boy - V             | A boy - P             | A – girl - V          | U - boy - P           |
|                       | A girl - V            |                       | A - boy V             |
|                       |                       |                       | A - boy V             |
|                       |                       |                       | A - girl - V and P    |
|                       |                       |                       | A - girl - V          |
| 5 incidents last term | 3 incidents last term | 2 incidents last term | 5 incidents last term |

The Antibullying ambassadors have been promoting anti-bullying with the Year 5 ambassadors visiting the Year 8 tutor groups and vis versa, and the year 6 ambassadors visiting the Year 7 tutor groups and vis versa; delivering the antibullying poster message and following a script promoting the **3'U's** – making others feel Upset, Uncomfortable or Unsafe, and how we are a telling school, so the **3'C's** apply and the behaviour is a Choice, it can be Challenged and it can Change. Whenever something is promoted, it generates thought and pupils reflect on behaviours and situations and so **tell** someone, which is a good outcome.

There are no recorded bullying, homophobic or racist incidents this term.

### Management of behaviour

Friday after school detention. Below is the overview of the detentions April to 5<sup>th</sup> July 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 against last term.

### Spring 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<br>x1      | x1             | x1 twice<br>x1 |
| Y6 Girls        |          |                 |          | x1 twice                         |                             | x1                      | x2                                 |                     | x2                     |       |                     |                |                |
| Y7 Boys         |          |                 | x2       | x1 twice<br>x1 twice<br>x1 twice |                             | x1                      | x1                                 |                     | x1                     | x3    | x2                  | x1             | x3             |
| Y7 Girls        |          |                 | x4       |                                  |                             |                         |                                    |                     | x9                     |       | x1                  |                | x2             |
| Y8 Boys         |          | x1              | x2       | x2                               | x1                          |                         |                                    |                     | x1                     | x2    | x1                  | x3<br>x1 twice |                |
| Y8 Girls        |          |                 | x1 twice | x1                               |                             | x2                      |                                    |                     | x2                     | x1    |                     | x2             | x2             |



## HEADTEACHER'S REPORT TO GOVERNORS

|          | Bullying | Damage - Property | Defiance      | Disruption     | Lack of Effort (persistent) | Lack of Homework (Persistent) | Late to pm reg / lesson (persistent) | Misuse of equipment | Misuse of mobile phone | Other     | Removal from lesson | Swearing | Truancy       |
|----------|----------|-------------------|---------------|----------------|-----------------------------|-------------------------------|--------------------------------------|---------------------|------------------------|-----------|---------------------|----------|---------------|
| Y5 Boys  |          |                   |               |                |                             |                               |                                      |                     |                        |           | 1                   |          |               |
| Y5 Girls |          |                   |               |                |                             |                               |                                      |                     |                        |           |                     |          |               |
|          |          |                   |               |                |                             |                               |                                      |                     |                        |           |                     |          |               |
| Y6 Boys  |          |                   | 2<br>x1 twice | 3              |                             |                               |                                      |                     | 1                      | 2         | 1                   |          | 1<br>x1 twice |
| Y6 Girls |          |                   |               | 2              |                             |                               |                                      |                     |                        |           |                     |          |               |
|          |          |                   |               |                |                             |                               |                                      |                     |                        |           |                     |          |               |
| Y7 Boys  |          |                   |               | 3<br>x1 twice  |                             | 4                             |                                      | 2                   |                        |           |                     |          | 1             |
| Y7 Girls |          |                   | 2             |                |                             | 1                             |                                      |                     | 1                      | 1 x twice |                     |          | 2             |
|          |          |                   |               |                |                             |                               |                                      |                     |                        |           |                     |          |               |
| Y8 Boys  |          | 1                 | 1             | 2<br>1 X twice |                             | 2                             |                                      |                     |                        | 2         | 2                   | 1        |               |
| Y8 Girls |          |                   |               |                |                             |                               |                                      |                     | X1 twice               |           |                     |          | 4             |

|  |  |      |        |        |        |        |        |        |         |        |        |        |      |
|--|--|------|--------|--------|--------|--------|--------|--------|---------|--------|--------|--------|------|
|  |  | same | 4 less | 3 less | 3 less | 2 more | 3 less | 1 more | 12 less | 2 less | 4 less | 8 less | same |
|--|--|------|--------|--------|--------|--------|--------|--------|---------|--------|--------|--------|------|

The number of pupils in detention is less for the Summer term, than the Spring term by **36 entries**.

| Spring      |    | Summer      |    |
|-------------|----|-------------|----|
| KS2 entries | 29 | KS2 entries | 17 |
| KS3 entries | 63 | KS3 entries | 35 |
| Total       | 92 | Total       | 52 |

All entries are **down by 41 – 43%** for both KS2 and KS3.



## 11 CPD REPORT TO GOVERNORS

| CPD REPORT |                                                        |                                                               |          |
|------------|--------------------------------------------------------|---------------------------------------------------------------|----------|
| Date       | Supplier                                               | Description                                                   | Amount £ |
| 01/11/2022 | Topaz Health Training<br>O/No:AMS011955                | First aid training, 23 Feb 2023                               | 200.00   |
| 28/11/2022 | School Support Services - Luton<br>O/No:AMS012099      | JRO 'Improving Educational Outcomes for Disadvantaged Pupils' | 85.00    |
| 06/02/2023 | National Middle Schools' Forum<br>O/No:AMS012375       | JR/LB conference                                              | 240.00   |
| 13/03/2023 | BSL-IT                                                 | KnowB4 Security Awareness Course                              | 3,047.17 |
| 15/03/2023 | BEST K Beevor                                          | Course for K Beevor                                           | 50.00    |
| 05/09/2022 | ASCL Professional Inv:102009/16148<br>O/No:AMS011457   | LFO ASCL conference, 13 Oct 2022                              | 260.00   |
| 30/09/2022 | National Middle Schools Forum<br>O/No:AMS011820        | JR NMSF conference                                            | 120.00   |
| 07/10/2022 | Three Shires Driving Centre Inv:3033<br>O/No:AMS011881 | MiDAS induction course                                        | 190.00   |
| 09/10/2022 | Amazon EU S.a.r.l. AMS011867                           | Various CPD books                                             | 72.23    |
| 09/10/2022 | Amazon EU S.a.r.l. AMS011870                           | Various CPD books                                             | 13.60    |
| 09/10/2022 | Amazon EU S.a.r.l. AMS011868                           | Various CPD books                                             | 42.49    |



## HEADTEACHER'S REPORT TO GOVERNORS

| CPD REPORT |                                                                      |                                                                         |        |
|------------|----------------------------------------------------------------------|-------------------------------------------------------------------------|--------|
| 10/10/2022 | Amazon EU S.a.r.l.<br>AMS011869                                      | Various CPD books                                                       | 74.46  |
| 11/10/2022 | Teacher to Teacher UK Ltd (AMAZON) Inv:WFR6<br>O/No:AMS011885        | Kagan co-operative learning book                                        | 37.95  |
| 14/10/2022 | The Design and Technology Association Inv:EVE36051<br>O/No:AMS0119   | 1 x 60 minute CPD - Secondary Design & CAD - Twilight                   | 24.17  |
| 14/10/2022 | The Design and Technology Association Inv:EVE36053<br>O/No:AMS0119   | Teaching electronics in KS3 D&T                                         | 37.50  |
| 14/10/2022 | The Design and Technology Association Inv:EVE36054<br>O/No:AMS0119   | 60 minute CPD - Secondary sketching and rendering -<br>Twilight         | 24.17  |
| 13/11/2022 | Amazon Business EU S.a.r.l Inv:GB2RYSAABEI<br>O/No:AMS012130         | Curriculum: Theory, culture & the subject specialisms'                  | 15.55  |
| 16/11/2022 | Hallam Learning Consultancy Ltd Inv:2301 Alameda<br>O/No:AMS012050   | Governors training                                                      | 350.00 |
| 28/11/2022 | Design and Technology Association Inv:EVE36435<br>O/No:AMS012088     | 3 x 'Delivering DT through various methods no more<br>chalk and talk'   | 112.50 |
| 28/11/2022 | The Safer Food Group Inv:JQYCQL<br>O/No:AMS012087                    | 5 x Level 2 Award in Food Safety - Schools                              | 55.00  |
| 29/11/2022 | PE Scholar Ltd Inv:1116<br>O/No:AMS012106                            | 2 x 'Concept Curriculum: Leading Meaningful Change in<br>PE' - KO & MNC | 500.00 |
| 06/12/2022 | ASCL Professional Development Ltd Inv:102009/20674<br>O/No:AMS012142 | JRO course - Understanding the ofsted framework                         | 99.00  |



## HEADTEACHER'S REPORT TO GOVERNORS

| CPD REPORT |                                                               |                                                       |        |
|------------|---------------------------------------------------------------|-------------------------------------------------------|--------|
| 14/12/2022 | Lisa Charters Inv:g & observation<br>O/No:AMS012176           | 31/10/2022 differentiation training                   | 200.00 |
| 04/01/2023 | Topaz Health Training Inv:TOPAZ00175<br>O/No:AMS011956        | First aid training - 03/01/2023                       | 480.00 |
| 08/01/2023 | Amazon Business EU S.a.r.l Inv:GB319PDABEI<br>O/No:AMS012235  | Huh, curriculum conversation between subject leaders' | 44.85  |
| 01/02/2023 | National Education Group Ltd Inv:82821<br>O/No:AMS012395      | National online safety annual membership              | 103.75 |
| 03/02/2023 | Topaz Health Training Inv:TOPAZ00179<br>O/No:AMS012374        | First aid training 31/01/23 & 02/02/23                | 330.00 |
| 07/02/2023 | Education Confrence UK Inv:425428<br>O/No:AMS012363           | Improving school attendance' - virtual course         | 295.00 |
| 22/02/2023 | Central Bedfordshire Council Inv:1800148634<br>O/No:AMS012426 | LFO - DA impact on children 06/03/23                  | 75.00  |
| 17/10/2022 | Virtual College                                               | Site agent PAT test training                          | 30.00  |
|            | National College                                              | National College Membership 01/06/22 - 07/07/23       | 529.14 |
| 23/02/2023 | Central Bedfordshire Council Inv:1800148639<br>O/No:AMS012712 | PHE Evolve training                                   | 80.00  |
| 25/05/2023 | ASCL Professional Develpoment Ltd<br>O/No:AMS012846           | JRO course - Understanding the ofsted framework       | 243.00 |



## HEADTEACHER'S REPORT TO GOVERNORS

| CPD REPORT |                                                          |                               |                   |
|------------|----------------------------------------------------------|-------------------------------|-------------------|
| 25/04/2023 | Avenue 17 Training Inv:0047<br>O/No:AMS012743            | CBA first aid                 | 60.00             |
| 16/05/2023 | Keynote Educational Inv:011571-001-0<br>O/No:AMS012801   | MBR dance course              | 269.00            |
| 23/05/2023 | CLEAPSS Inv:INV-11164<br>O/No:AMS012937                  | CFE science tech course       | 450.00            |
| 09/06/2023 | Behaviour Buddy Inv:AS090623<br>O/No:AMS012898           | Staff training                | 935.00            |
| 21/04/2023 | JV030451 17/04/2023 Lloyds credit card                   | Train fare JRO & LBA          | 123.66            |
|            | TES subscription                                         | TES subscription              | 799.00            |
| 01/02/2023 | National Education Group Ltd Inv:82821<br>O/No:AMS012395 | NEG subscription              | 1,245.00          |
|            |                                                          | <b>Total spent</b>            | <b>£11,943.19</b> |
|            |                                                          | <b>Total budget remaining</b> | <b>£6,056.81</b>  |



### 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 an 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.

The summer term is a very busy term and therefore does put extra pressures and strains on staff members. However, staff are all aware of the benefits of all these busy times for the pupils and therefore are willing to go the extra mile, which can have both positive and negative impact on individuals/particular groups in school.

This term there have been three residential which puts pressure on those organising the trips, as it is a lengthy and time-consuming process, on top of the usual school day/work needing to be completed. It also means there is a number of teachers/staffs which need covering for this, which puts added pressure on our cover team and school leaders due to the amount of external cover which is required.

The summer concert was a great evening which brought pressure for the music department, however what a fantastic evening it was and for all those staff involved it made everyone so proud with how amazing our students are.

Alameda 50th Celebration was a lovely day, sharing the school's history with the pupils old and current and old staff members also. It was a shame not to have a member of the governing body in attendance, but appreciate the timing was during office hours. Some parents had shared they would have liked to come if it was later, but we kept to this to assist with our staff's wellbeing during this busy term.

The staff survey is due to go out, which is a little later than desired but time constraints have been a factor in this, once we have some results these will be shared with leadership and governors.

