

ALAMEDA MIDDLE SCHOOL



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HEADTEACHER'S REPORT

TO GOVERNORS

Autumn term 2023

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PURPOSE OF THIS DOCUMENT

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

WHY GOVERNORS NEED TO READ IT

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

WHAT ACTIONS/DECISIONS ARE REQUIRED

These will be determined through the meeting.



ACRONYMS/EXPLANATORY NOTES

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



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



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



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		Our SIP is Sue Teague, former executive Head at Caddington Village and Slip End schools. Sue also works in the school improvement team for the Chiltern Learning Trust.
SoW	Scheme of Work	The planned study for a period of time – containing objectives, progression and suggested teaching activities.
SPAG	Spelling, punctuation and grammar	An element of the KS2 English curriculum and KS2 tests. Also referred to as GPS
WMS	Woodland Middle School	Middle School in Flitwick



VISION AND AIMS

Our Vision

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



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1 PROPOSED 2023-24 WHOLE SCHOOL PRIORITIES

- 1 To ensure KS2 maths outcomes match national expectations as a minimum
- 2 To address the imbalance between the attainment of boys and
- 3 To evaluate the curriculum, ensuring that it is ambitious, coherently planned and sequenced towards cumulatively sufficient knowledge.
- 4 All teachers in all subjects to take responsibility for the standard of pupils' reading, writing, vocabulary and oracy
- 5 Promote good behaviour by rewarding positivity, good choices and celebrating a thirst for knowledge
- 6 Embed a whole-school culture of continuous professional development.



2 HEADTEACHER'S EXECUTIVE SUMMARY

The autumn term has started well. The site developments that took place over the summer have made a significant difference to the overall feel of school and will enable us to develop a sense of pride in being part of the Alameda community. In summary:

- The library has been refurbished and is now open to pupils (there are minor cosmetic finishes that still need to be completed)
- Lockers have been removed for pupils in key stage 3; they now carry their bags around school. This has reduced pupil 'hiding' places, widened the corridors and created an increasingly calm movement around the site
- The year 5 classes have been decorated and have new carpets
- The floor has been replaced in the Year 5 corridor
- The hall floor has been polished
- Chromebooks have been removed from classrooms and are now stored centrally

Since our return, lunch has been reduced by ten minutes and five minutes has been allocated between double lessons. This has resulted in reducing the amount of time that all children are out to play (although we have been on the field rather than the playground so far). It has also created calmer transitions between lessons and allows teachers who move around school to get ahead of the pupils rather than arriving at a lesson on the back foot. We have purchased lesson monitor, so we take a register in each lesson. This allows us to track lates and encourages punctuality.

On 7th September, I held a Year 8 information evening, designed to address some of the concerns and negativity that Year 8 parents have about Alameda. It was well attended (c. 70 parents) and feedback has been positive.

I would like to say a big thank you for Thursday's meeting. I left with complete confidence that you and your team are steering this ship with skill and expertise

I just wanted to thank you for taking the time to speak to the year 8 parents last night. As you will know from previous conversations, I have had doubts about Alameda and whether it is the right school for my children, however from speaking to you and from the information evening, it is clear that you want to make changes and I can already see improvements.

At the end of last year, the decision was made to mix up form classes. This caused a lot of anger in the community with approaching 50 emails of complaint being received within a 24-hour period. The reason behind the form changes was to rebalance challenging classes and prepare pupils for the changes they will face when they move to Redborne. We took a pragmatic, practical approach to the complaints and made some adjustments where we felt parents had a valid reason (e.g. SEND needs, social/emotional needs), but otherwise, we stood firm. Despite the extreme negative reaction from pupils and their parents, the form changes have gone down well this year and there has been negligible communication about it. In fact, feedback has been largely positive.

*I would like to say that **** has come home at the end of his first few days and has said that it feels very different from last year and is pleased that there has been a mix up in classes.*

The biggest challenge we currently face is the poor behaviour of a small number of pupils – mainly boys in Year 7 - with SEND, particularly ASD, ADHD and ODD. It is important for the whole



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community that these children are supported with their needs but also not allowed to disrupt the learning for others. Their impact on staff – particularly the LSAs – is particularly damaging. Their language is often rude, they are aggressive towards others and don't follow rules.

We enjoyed a two-hour twilight led by the ADHD foundation which focused on supporting the needs of pupils with ADHD in the classroom.

One boy has been directed to the ACB (The Academy of Central Bedfordshire) as he was at risk of permanent exclusion. There have been two suspensions and a number of pupils have had internal isolations. We cannot let the behaviour of a few damage the learning of others.

This is not a problem that is unique to Alameda. SEND needs have risen significantly since Covid and there is little or no support from CBC. I plan to assess the staffing structure of the SEND department and the pastoral department to see if we can make more support available for these pupils in school.

Jacqueline Ross
Headteacher



3 ADMISSIONS AND PUPIL NUMBERS

Academic Year 2022-2023					
	Year 5	Year 6	Year 7	Year 8	Total
Pupils on roll 05.09.22	169	186	182	188	725
Pupils on roll 12.09.23	188	170	177	185	720
Admissions this academic year	0	0	2	0	2
Leavers this academic year	0	0	0	0	0
Pupils on roll 21/9/23	188	170	179	185	722
Boy/girl split	93/95	85/85	85/94	98/87	722
PAN/Capacity	180	180	180	180	720



4 ATTENDANCE

4.1 Attendance for the academic year 2022 to 2023

	<i>Whole School</i>	Year 5	Year 6	Year 7	Year 8	Girls	Boys
Whole School Attendance	93.88	93.66	94.06	93.93	93.87	94.21	93.54
Pupil Premium	89.33	85.42	91.76	90.34	90.01	90.78	88.12
Non Pupil Premium	94.58	94.95	94.31	94.55	94.55	94.66	94.48
Educational Health & Care Plan	31.11	91.85	90.30	89.78	92.63	89.46	91.70
No Special Educational Need	94.66	95.09	94.58	94.50	94.44	94.70	94.62
SEN Support	91.55	90.79	92.74	90.76	91.31	92.26	91.09
No SEN Status	94.66	91.38	94.77	95.18	94.23	94.43	93.74

4.2 National Figures Across the Academic Year 2022/23

Absence rates by school type

- 6.0% in state-funded primary schools (4.3% authorised and 1.7% unauthorised)
- 9.3% in state-funded secondary schools (5.8% authorised and 3.5% unauthorised)
- 13.1% in state-funded special schools (10.0% authorised and 3.1% unauthorised)
- Overall for the academic year **National - 92.5%, 7.5% absence across all schools.**
- **Alameda - 93.88%, 6.12% absence**

Absence rates by pupil characteristics

2022- 2023	Alameda (absence rate)	National (absence rate)	Difference
Academic Year	93.88 (6.12%)	92.5% (7.5%)	+1.38
FSM	11.79%	11.4%	-0.39
Non-FSM	5.41%	6.2%	+0.79
EHCP	8.89%	13.3%	+4.41
SEN	8.45%	11.1%	+2.65
Girls	5.79%	7.6%	+1.81
Boys	6.46%	7.4%	+0.94

Summary

Absence tracking throughout the year, show Alameda's percentages to be better than the National figures in all categories, except for those eligible for free school meals, where the National figure is 11.4% and we are 11.79%, the difference being 0.39%. This was mainly due to two Year 5 boys, whose attendance figures were 54.9% and 29%. Both boys have had support in school, as well as



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from social workers and the county attendance team; one boy was placed on a Section 19 (see below).

As recognised by the government, the effects of COVID are still being seen. There are many contributing factors; a greater number of children with anxiety issues; parents being able to work from home; and children with less resilience.

Our aspirational target of 97% whole school attendance will remain. At the time of writing this report (20.09.2023) the whole school attendance is 96.79%.

We will continue to work with pupils and parents in order to improve attendance figures across all categories. We have begun in earnest and have already had conversations with parents, discussed attendance as part of CIN meetings and liaised with county attendance officers and social workers. To maintain consistency, we will continue to work collaboratively with all schools in the pyramid, liaising over any leave of absence (LOA) forms and absences causing concern.

Child Absent from Education for academic year 2022 -23 (Child Missing Education)

A child is considered 'Missing in Education' if they have not been in school for 10 school days, without a valid reason why. When children move from the area, if they have not registered with another school within ten days of leaving school, then we also report this to CBC. As with all cases, we provide all the relevant details, and continue to liaise with all parties until the situation is resolved.

Particular cases for academic year September 2022- September 2023:

Year 7 boy - had missed a lot of education prior to attending AMS. Found it even harder to cope when he entered Year 6 and demonstrated very aggressive behaviour. Provided alternate provision (Seeds of Change), key workers and reduced timetable. The family moved to North Hampton. He eventually registered with 'Red Kite' special school in Corby. (Closed 10.11.2022).

Year 6 boy - excellent attendance in Year 5, 97.1%. Moved to Leicestershire. (Closed 01.11.2022).

Year 5 boy - traveller. Last day in school was 20.10.2022. Both tutor and Year Leader liaised with home, mum evasive, agreed to meeting then an excuse or no show. Liaised with the county attendance officer. (Closed 25.04.2023).

Year 8 boy - Last day in school 30.03.2023. Social workers supporting the family. Had fixed term exclusion for physical behaviours. After Easter, received an email from his father saying he would not be returning to school. Reported and liaised with CBC and his father, as he reported the boy was being schooled in Nigeria. Reported all the information to Redborne as part of the transfer.

Elective Home Education (EHE) for academic year 2022 -23

Year 6 girl - Mother elected to homeschool, County aware. Moved to Hexton. (11.02.2022)

Year 6 girl - suffering from high anxiety both in school and at home. Parents fully engaged with school; after many meetings and trying many strategies and support, and with her anxiety getting worse, parents decided to homeschool. (05.06.2023).



Section 19

Year 5 boy, now in Year 6 - had a history of low attendance and lack of engagement from his mother. When in school, the boy has no difficulty accessing the learning and has friends. The county attendance officer was involved very early on. Eventually, after many meetings, the school picking him up from home for 3 days of the week for an allotted time, having a key worker and pastoral meetings, it was decided to tutor him at home for the last 6 weeks of the academic year. Meetings were arranged to allow him to come into school for the last of his tuition times, to work in a small, out of the way quiet room and meet some of his friends afterwards, but mum did not attend the meetings and cancelled this, saying he was anxious. He began the year well, with 100% attendance, but then had 3 days off. He is back in school. His attendance is still being monitored and the school is liaising with the relevant parties.



5 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

5.1 SEND Profile

Graduated Approach				
	Stage 1	Stage 2	EHCP	Totals
Year 5	22	14	4	40
Year 6	22	4	5	31
Year 7	30	13	6	49
Year 8	21	8	5	34
Totals	95	39	19	153

	Alameda 23-24 (720)	National 22-23
SEND % of School	21.2%	16%
SEND % of School (-EHCP)	18.6%	13% approx
EHCP % of school	2.6% - will rise	2.5% approx

- National data is separated in into Primary and Secondary.
[National SEND data 2022 - 2023](#)

5.2 SEND Code of Practice

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

[SEND Code of Practice January 2015.pdf](#) – Section 6



6 PUPIL PREMIUM

There was a really positive end to 2022/2023 and start to the 2023/2024 school year with Pupil Premium. The focus 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.
- Ensuring that Pupil Premium is always in the mind of staff when planning a lesson or a trip or working with students.

This has been done by sharing regular key messages with all staff regarding pupil premium, including:

- details comparing pupil premium and non-pupil premium students in areas such as attendance, SEN and behavior and achievement points.

Pupil Premium had an assigned slot on training day and is now on all subject leader and year leader meeting agendas.

Staff are planning trips with our Pupil Premium children in mind and identifying those who will benefit from going.

Smaller group sessions which will involve trips to the shop to purchase ingredients for the students to then cook will soon start. These sessions will cover key life skills and will be open to all students we feel would benefit with a particular focus on our Pupil Premium students.

Our Pupil Premium lead works closely with our attendance team and pastoral team to support our Pupil Premium students. For example, can show increased attendance following our interventions.

Parental Contact

- Key information has been shared with all parents including some details on how to apply for free school meals, what meals the students can get, details on uniform, chromebooks, trips, etc.
- This has been well received by a number of parents and we have had significant communication from parents in the first few weeks.
- Positive comments including, "I didn't know how the funding was used in my previous school so it is good to know", "thank you for sorting out the uniform so quickly" show that we are getting key messages out.

What else are we doing?

- Staff have been invited to contribute ideas on how to spend the Pupil Premium funding. By ensuring pupil premium is now a regular 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.



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- 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.
- Regular data analysis and updates are being used to identify areas of potential spending and as a result improved support for our Pupil Premium students. For example, we have appointed an additional teaching assistant using our Pupil Premium funding as our data indicated that a higher percentage of our PP students also had SEND.

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 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.

Context 2023/2024

	Number	Percentage
Year 5	25	13.3%
Year 6	21	12.4%
Year 7	17	9.5%
Year 8	27	14.6%
Whole School	90	12.5%



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.

8.2 KS2 SATs Outcomes 2023

Reading	ARE		GDS	
	%	No. of pupils	%	No. of pupils
Alameda Outcomes 2023	68%	125	28%	51
National Outcomes 2023	73%			

Reading	All		Boys		Girls		PPG		SEND	
	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD
Targets 2022/23	86% (157)	34% (63)	83% (71)	38% (33)	88% (86)	31% (30)	77% (10)	38% (5)	67% (29)	16% (7)
KS1	84% (154)	36% (66)	80% (69)	33% (28)	87% (85)	39% (38)	85% (11)	31% (4)	60% (26)	14% (6)
KS2 SATs 2023 (182 pupils)	68% (124)	28% (51)	60% (50)	30% (25)	76% (74)	27% (26)	72% (13)	22% (4)	40% (19)	13% (6)



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Context:

- Pupils sat the 2023 KS2 Reading paper

Strengths:

- Percentages at greater depth exceeded last year
- PP pupils achieved well at expected standard and greater depth

Priority Actions:

- Diminish the difference in attainment of boys and girls at expected standard
- Continue to push opportunities for whole school reading
- Use PAG gap analysis for those students 'not at standard' and share with key teaching staff

Writing	ARE		GDS	
	%	No. of pupils	%	No. of pupils
Alameda Outcomes 2023	71%	129	2%	4
National Outcomes 2023	71%			

Writing	All		Boys		Girls		PPG		SEND	
	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD
KS2 Teacher Assessment Jun 2023	71% 129	2% (4)	60% (52)	0.5 % (1)	79 (77)	3% (3)	78% (14)	0% (0%)	35% (17)	0% (0%)

Context:

- Teacher assessment using judgments across a range of genre, which have been marked and moderated by the English team.

Strengths:

- Teacher assessment is in line with national outcomes
- PP pupils good attainment at expected standard

Priority Actions:

- Diminish the difference in attainment of boys and girls
- Increase greater depth outcomes for all pupils
- Continue to moderate writing in other curriculum subjects as likely to be externally moderated in 2024



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SPAG	ARE		GDS	
	%	No. of pupils	%	No. of pupils
Alameda Outcomes 2023	69%	125	20%	37
National Outcomes 2023	72%			

SPAG	All		Boys		Girls		PPG		SEND	
	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD
KS2 SATs 2023	69% (125)	20% (37)	61% (51)	20% (17)	76% (74)	20% (20)	61% (11)	17% (3)	40% (19)	2% (1)

Context:

- Pupils sat 2023 KS2 Spelling, Grammar and Punctuation tests.

Strengths:

- Pupils at expected standard has increased by 4% since last year.

Priority Actions:

- Diminish boy / girl gap for pupils achieving ARE.

Maths	ARE		GDS	
	%	No. of pupils	%	No. of pupils
Alameda Outcomes 2023	57%	104	16%	29
National Outcomes 2023	73%			

Maths	All		Boys		Girls		PPG		SEND	
	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD	ARE +	GD
Targets 2022/23	90% (165)	33% (61)	83% (71)	40% (34)	96% (94)	28% (27)	92% (12)	15% (2)	70% (30)	12% (5)
KS1	83% (153)	31% (57)	79% (67)	37% (32)	88% (86)	26% (25)	77% (10)	15% (2)	53% (23)	12% (5)
KS2 SATs 2023	57% (104)	16% (29)	61% (51)	20% (17)	54% (53)	12% (12)	50% (9)	6% (1)	31% (15)	2% (1)

Context:

- Pupils sat 2023 KS2 Arithmetic, Reasoning 2 and Reasoning 3 papers.



Strengths:

- Percentage of pupils achieving greater depth has increased by 5%

Priority Actions:

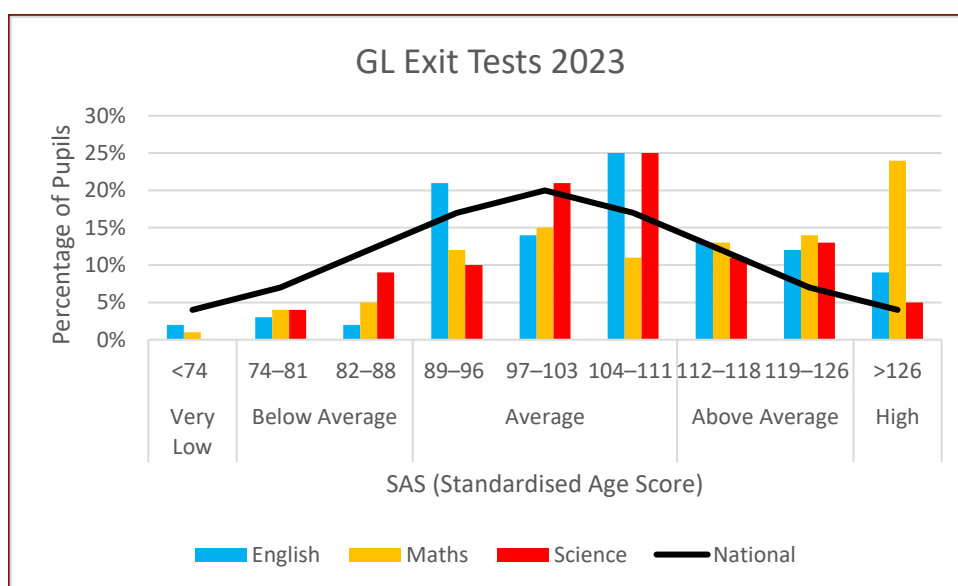
- Increase KS2 outcomes in 2024
- Ensure gaps for this year group are addressed in retrieval for all pupils
- Adapt KS3 curriculum to incorporate gaps (parts of curriculum repeat topics from KS2)
- Targeted intervention for PP
- Use PAG gap analysis for those students 'not at standard' and share with key teaching staff

Greater depth - Pupils achieving a higher standard will have a scaled score on their maths and reading paper of 110 or more and be assessed as 'working at a greater depth within the expected standard' by their teacher for their writing.

8.3 GL Analysis July 2023

Year 8 Exit July 2023

Description	Very Low		Below Average		Average		Above Average		High
SAS bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
National	4%	7%	12%	17%	20%	17%	12%	7%	4%
English	2%	3%	2%	21%	14%	25%	13%	12%	9%
Maths	1%	4%	5%	12%	15%	11%	13%	14%	24%
Science	0%	4%	9%	10%	21%	25%	11%	13%	5%



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The graph shows that a significantly lower percentage of pupils achieve at the very low or below average categories compared with national figures. This is a real positive. It also shows a greater percentage of this year 8 cohort achieved in the higher end of the average category for English and science. A greater percentages of our pupils attained at the higher end of the above average group in English, maths and science. The percentage of Alameda pupils attaining at the high category in maths is approx. 20% greater that that of national outcomes, which is to be celebrated.

Year 8 English

Year 8 English	Year 5 Entry SAS	Year 8 SAS	Entry to Exit Progress
All Pupils	105.5	106.2	0.7
Boys	102.6	102.3	-0.3
Girls	107.8	109.2	1.4
PP	103.5	98.2	-5.3
SEND	92.7	94.1	1.4

Whilst pupils did make progress (0.7) from entry to exit, this is not as favourable when compared to the previous year 8 cohort (2021/22). Progress with pupils with SEND and girls was positive, but negative progress of PP pupils was significantly. Staffing issues including maternity leave and long term absence would have had an impact on this. The mean standardised age score however remains above national.

Year 8 Maths

Year 8 Maths	Year 5 Entry SAS	Year 8 SAS	Entry to Exit Progress
All Pupils	103.5	111.6	8.1
Boys	103.5	110.7	7.2
Girls	103.6	112.3	8.7
PP	97.5	100.3	2.8
SEND	92.8	96.7	3.9

Progress was good across all groups from entry to exit. The impact of in class intervention for PP pupils, setting pupils and a support curriculum for a small nurture set has supported this. The mean standardised age score on exit was significantly higher than national.

Year 8 Science

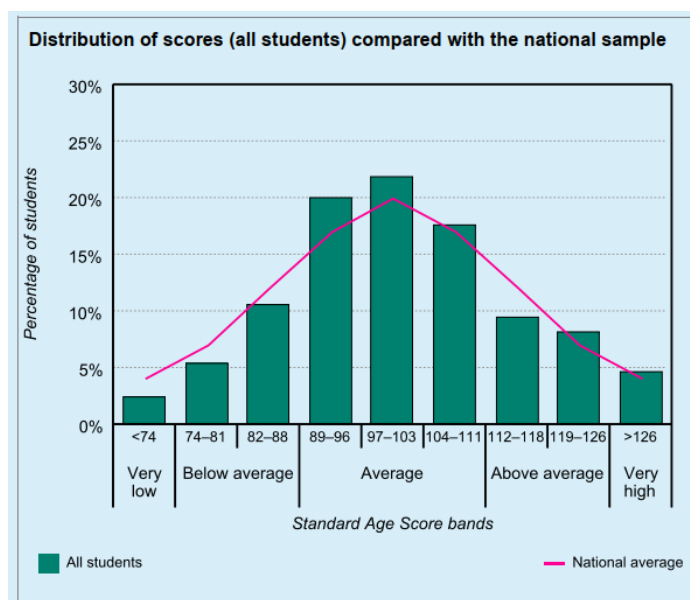
Year 8 Science	Year 8 SAS	Year 5 Entry SAS	Entry to Exit Progress
All Pupils	105.2	106.7	-1.5
Boys	103.9	105.4	-1.5
Girls	106.2	107.8	-1.6
PP	95.8	96.8	-1.0
SEND	95.3	97.3	-2.0



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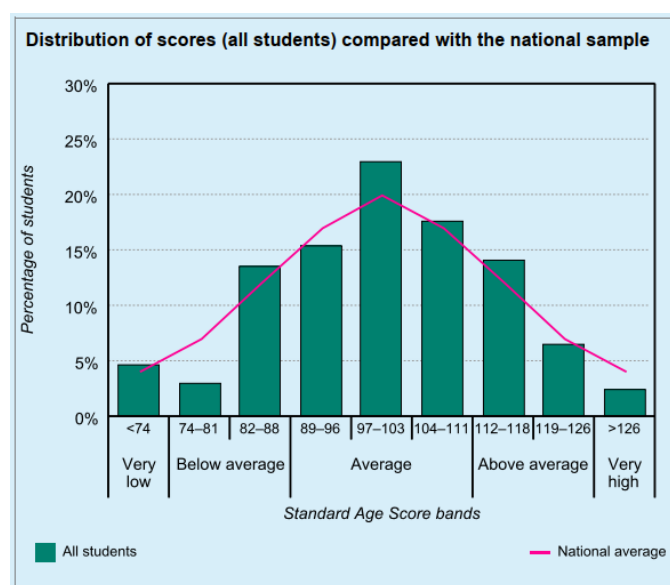
The exit Mean SAS remained above the national of 100. Progress across the four years was not favourable. A new subject leader has already started to adapt schemes of works and further embed retrieval. The impact of this should be seen in future years.

Year 5 English



The mean standard age score of 101.5 for this group is not significantly different from the national average. In addition, the spread of standard age scores for this group is not significantly different from the national average.

Year 5 Maths



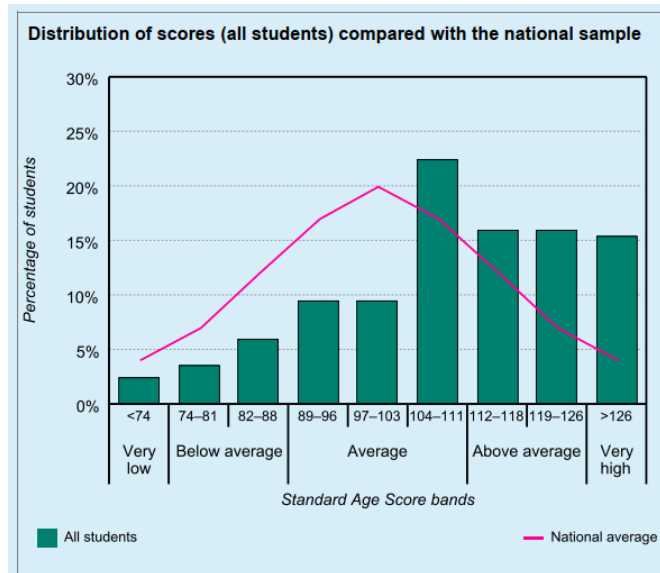
The mean standard age score 100.3, is not significantly different from the national average. nor is the spread of standard age scores. There is a slightly higher percentage of pupils working in the



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82-88 below average bracket, but there is also a higher proportion of pupils achieving at the 97-100 average category than national.

Year 5 Science



The mean standard age score for this group is 109.9, which is significantly higher than the national average. There is a greater proportion of pupils working in the above average and very high categories compared with national.

Target Setting 2023-24

Subject leaders are currently in the process of setting targets for the new academic year for pupils across all subjects. These are due to be completed by 22nd September. This will be shared at C&S.



9 SAFEGUARDING

9.1 KCSIE 2023 Changes and implications for schools

Filtering and monitoring

Meeting digital and technology standards in schools and colleges

- This is not new but the emphasis has been changed
- This is repeated theme throughout the guidance
- Four standards that all schools and colleges should comply with
Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard (para 142).
- The UK Safer Internet Centre has published a [guide for schools on appropriate filtering and monitoring](#)

Four elements of the filtering and monitoring standards (para 142)

Standard 1: Identify and assign roles and responsibilities to manage filtering and monitoring systems

- **Governors** to be aware of their strategic responsibilities
- **DSL** has lead responsibility (reports and checks)
- **All staff** to be aware, report to the DSL if they:
 - suspect or see inappropriate content being accessed by pupils
 - identify a gap in the systems, for example if inappropriate content can be accessed
 - spot any unreasonable restrictions

Standard 2: Review filtering and monitoring provision at least annually

- Who? DSL, lead governor, IT manager
- SWGfL 360 safe self-review tool (free)
- The UK Safer Internet Centre has published toolkit to test your internet filter.



Standard 3: Block harmful and inappropriate content without unreasonably impacting teaching and learning

Standard 4: Have effective monitoring strategies in place that meet their safeguarding needs

In addition, schools and colleges should consider meeting the cyber security standards for schools and colleges.

- Staff with access to your IT network must take basic cyber security training every year
- At least one member of the governing body should complete the training
[Cyber security training for school staff - NCSC.GOV.UK](https://www.ncsc.gov.uk/section/2/100) (free)

Out-of-school settings (OOSS) (para 167)

The guidance on [Keeping children safe in out-of-school settings](#) details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

- Schools should check that organisations who hire or rent out the school premises are following the out-of-school settings guidance
- Section 2 focuses on safeguarding and child protection
- Useful checklists

Allegations against an individual or organisation using the school premises (para 377)

Organisations or Individuals using school premises

477. Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

221. In addition, as part of the shortlisting process, schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks. See Part two – Legislation and the Law for information on data protection and UK GDPR.

Forced marriages (a change in law) (Annex B p.155)

- Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of



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coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Slight changes in terminology

Guidance about children 'missing' education now refers to children who are 'absent' from education (para 175)

Children who are absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues. It is important the school response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

The Prevent duty

KCSiE now refers to children and young people who are 'susceptible' rather than being 'vulnerable' to being drawn into extremism.

Implications for schools

- 1. Comply with the filtering and monitoring standards, including cyber-security training
- 2. Out-of-school provisions
 - Obtain confirmation from organisations using the school premises that they are following the out-of-school guidance and
 - Ensure that any allegations against individuals or organisations are dealt with in line with the school's procedure
- 3. Plan staff CPD in line with the amendments
- 4. Ensure your safer recruitment policy/processes inform shortlisted candidates
- that online searches may be done as part of due diligence checks.

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 3.9.23 – 21.9.23

Autumn Term	BIC 100	CPP	CIN	Cause for concern	Operation Encompass	LAC
Numbers	2	0	4	18	2	2



9.2 Child Protection – Thresholds for support

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

Operation Encompass

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

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

9.3 SCR Check

- TBA

9.4 Training completed this term

DSL

- July Refreshers DSL update
- August 23 Operation Encompass Online Key Adult Training
- September 23 Working together to safeguard children
- Prevent refresher
- Channel referrals

Deputy DSL

Sept Designated Safeguarding Leads – Managing your Role and Responsibilities



10 BEHAVIOUR

Last academic year we worked on our behaviour policy and particularly the sanctions/consequences for poor behaviour choices. We are continuing to improve consistency of using this and in June we had training from 'the Behaviour Buddy' Robin Launder. We have set school non-negotiables around this training:

- 100% rule – Waiting for all pupils to be fully engaged and listening before the adult speaks.
- Meet and Greet – adult to meet the pupils at the door as they enter the classroom
- Do it Now – have a five minute silent task at the start of the lesson, retrieving previous learning material
- Literacy 5 words – key words for each subject visible in the classroom
- Calm dismissal – pupils to leave the classroom in a quiet calm manner.

This term we are focusing on our rewards and improving these as incentives to the pupils and to celebrate their achievements too. We have moved away from using Merits and are now solely using achievement points on edulink, these make great conversations at home as to what the pupils have done in their lesson or school day to receive these positive points. We are putting together a rewards menu, for when pupils receive a certain amount of points they can choose something off the menu as their reward. An example of how this is beginning to look is below, we will also draw on pupil voice as part of the process.

Alameda Rewards Menu

50 Achievement points

- Early lunch pass
- Item of stationery
- Bookmark
- Seat pass – 1 lesson

100 Achievement points

Early lunch pass plus a friend

- Computer games club ticket
- Homework pass – skip a week of homework
- Seat pass – 1 day

200 Achievement points

Seat pass – 5 days

- Early lunch pass plus a friend for a week



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Behaviour for this academic year:

Suspensions	2 boys, both with SEND. Persistent disruption and defiance.	1 pupil will be moving to alternative provision at the ACB, as Alameda is not working for him.
Internal Isolations	5 Year 7 boys – 3 SEND, 1 PP. For a mix of physical contact, swearing and persistent disruption. 1 Year 5 boy – for physical contact	

This academic year we are taking a consistent approach from the onset of any poor behaviour, putting in any support for the pupils where needed in conjunction with their SEND need and through meetings with parent/carers.

We have generally had a very calm and settled start to this academic year and pupils are happy and achieving well.





11 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 have both agreed to stay on again this year in their roles. 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 weekly check-in now also includes slides for staff to add weekly messages. This has helped reduce email traffic and has been welcomed by many.

The return to school does put extra pressures and strains on staff members and is very busy in terms of organizing lessons and getting to know new groups, students and sometimes subjects. 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.

We have listened to feedback in the staff voice meetings and the information on staff nights out are now shared by email rather than just being on the school Facebook page. This means every member of staff is aware of events and plans well in advance.

Thank you cards continue to be popular and staff enjoy receiving them.

New staff have been welcomed into our community and have induction with their line managers.

Food was provided for training day and went down very well. We continue to provide snacks and nibbles on parent evenings such as the recent meet the tutor evening.

