



Inspection Data Summary Report

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Alameda Middle School

Station Road, Ampthill, Bedford, MK45 2QR

Release information: Provisional 2022 KS2**Release date:** 15 December 2022

URN	137249
LAESTAB	8234099
Local authority	Central Bedfordshire
Phase of education	Middle deemed Secondary
Type of education	Academy Converter

► [Important information](#)

Areas of interest

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in *grey*).

We know from published performance data that pupils at middle schools, on average, have lower progress scores at the end of key stage 2 than pupils at primary schools. Also, due to the age range of pupils at middle schools, pupils will have only attended a middle school for a short time before they take their key stage 2 tests and will still have a number of years left at the school. Inspectors should be aware of this and, as with any inspection, carefully consider a range of information and data including the progress of current pupils in all year groups.



Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic. For 2022, the IDSR quintiles have been removed.

Reading

Progress at key stage 2 - 2022

- ▶ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 2 - 2022

- ▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Writing

Progress at key stage 2 - 2022

- ▶ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 2 - 2022

- ▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Mathematics

Progress at key stage 2 - 2022

- Key stage 2 progress in mathematics (-3.7) was significantly **below** national and in the **lowest** 20% in 2022.
- ▶ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 2 - 2022

- ▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Other attainment measures

Attainment at key stage 2 - 2022

- Key stage 2 attainment of the high standard (110+) in reading, writing and mathematics (3%) was significantly **below** national in 2022.
 - Key stage 2 attainment of the expected standard in science (69%) was significantly **below** national and in the **lowest** 20% in 2022.
 - ▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)
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Absence

Absence for 2021/22

- Overall absence (5.7%) was in the **lowest** 20% of all schools in 2021/22. It was also in the **lowest** 20% of schools with a similar level of deprivation.
 - Persistent absence (13.5%) was in the **lowest** 20% of all schools in 2021/22. It was also in the **lowest** 20% of schools with a similar level of deprivation.
 - ▶ [Absence for summer 2021 and earlier](#)
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Suspensions & permanent exclusions

Whole school

- Of the 5 pupils in the whole school with at least one suspension in 2020/21, 1 was suspended on more than one occasion and none received 10 or more suspensions during the year.
- Of the 7 total suspensions in the whole school in 2020/21, the following reasons each accounted for more than 10%: **physical assault against an adult** (3), physical assault against a pupil (2), verbal abuse/threatening behaviour against an adult (1), persistent disruptive behaviour (1).
- There was 1 permanent exclusion in the whole school in 2020/21. The national average for this year was 1. There were no permanent exclusions in the previous two years.
- The 1 permanent exclusion in the whole school in 2020/21 was for **physical assault against an adult**.

Pupil groups

Key stage 2

- For low prior attainers, attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (7%) was significantly **below** national in 2022.
- For middle prior attainers, attainment of the expected standard (100+) in mathematics (49%) was significantly **below** national in 2022. Attainment of the expected standard (100+) in reading, writing and mathematics (37%) was significantly **below** national in 2022. Attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (58%) was significantly **below** national in 2022.
- For high prior attainers, attainment of the expected standard (100+) in reading, writing and mathematics (86%) was significantly **below** national in 2022.

Absence

School and local context

School characteristics

	2020	2021	2022
School number on roll	Below average 740	Below average 734	Below average 727
School % FSM	Well below average 10	Well below average 12	Well below average 11
School % SEND support	Above average 14	Above average 15	Above average 15
School % EHC plan	Close to average 1.4	Below average 1.4	Below average 1.2
School % EAL	Well below average 1	Well below average 1	Well below average 1
School % stability	Close to average 92	Above average 94	Above average 95

Trust information

As at December 2022:

- this school is an academy but is not part of a MAT.
- the latest overall effectiveness grade for this school is good.

Staff absence

During 2020/21:

- In 2018/19, 70% of teachers had at least one period of sickness absence. This was significantly above national.

To reduce burden during the pandemic, schools were not required to provide information on teacher absences for 2019/20.

Staff retention

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.

Local area and school links

- The school location deprivation indicator was in quintile 2 (less deprived) of all schools.
- The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.
- According to the January 2022 census, pupils at this school were also registered at the following registered providers:
 - Alternative provision - The Academy of Central Bedfordshire - URN 139411 (2)
 - Secondary - Woodland Middle School Academy - URN 136560 (1)

Finance

- In 2020/21, the academy trust had a revenue reserve of £1,088,000.
- In 2020/21, this school had a positive in-year balance (£269,000).
- In 2020/21, this school had a per pupil spend of £4,756.
- In 2020/21, this school received £3,750,000 in grant funding, £2,828,613 less than the national average.

Ethnicity whole school

This school has 13 out of 17 possible ethnic groups. Those with 5% or more are:

- 91%: White - British

Year group context

Characteristics

	Number on roll	% FSM	% EAL
Year 5	184	10	2
Year 6	177	14	1
Year 7	184	13	0
Year 8	182	8	2

Prior attainment

	Reading	Writing	Mathematics
Year 1	No data	No data	No data
Year 2	No data	No data	No data
Year 3	No data	No data	No data
Year 4	No data	No data	No data
Year 5	Close to national	Close to national	Close to national
Year 6	Close to national	Close to national	Close to national
Year 7	No data	No data	No data
Year 8	No data	No data	No data
Year 9	No data	No data	No data
Year 10	No data	No data	No data
Year 11	No data	No data	No data

SEND characteristics

Type of resourced provision: No resourced provision
Number of pupils with SEND who are also disadvantaged: 21

SEND primary need	SEND support (106)				
	Y5	Y6	Y7	Y8	Total
Specific Learning Difficulty	4	6	2	2	14
Moderate Learning Difficulty	2	2	6	7	17
Social, Emotional and Mental Health	12	7	12	6	37
Speech, Language and Communication Needs	2	1	2	2	7
Hearing Impairment	2	2	1	2	7
Visual Impairment	2	1	0	0	3
Physical Disability	1	0	1	0	2
Autistic Spectrum Disorder	2	4	7	0	13
School Support NSA	5	0	0	1	6
Year group totals	32	23	31	20	106

SEND primary need	EHC plan (9)				
	Y5	Y6	Y7	Y8	Total
Specific Learning Difficulty	0	0	1	0	1
Social, Emotional and Mental Health	0	1	1	2	4
Speech, Language and Communication Needs	0	0	1	0	1
Autistic Spectrum Disorder	1	2	0	0	3
Year group totals	1	3	3	2	9

Progress and attainment charts

Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	Sig below national (174 pupils)	In line with national (178 pupils)	N/A	N/A
Writing	2022	Sig below national (176 pupils)	In line with national (178 pupils)	N/A	N/A
Mathematics	2022	Sig below national (173 pupils)	Sig below national (178 pupils)	N/A	N/A

► [Reading, writing and mathematics three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

Other attainment measures - 2022

	KS2 EGPS	KS2 combined RWM
2022	Sig below national (178 pupils)	In line with national (178 pupils)

► [Other attainment measures three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

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