

ALAMEDA MIDDLE SCHOOL



INSPIRE • ACHIEVE • EXCEL

2021-22 PARENT & CARER SURVEY RESULTS

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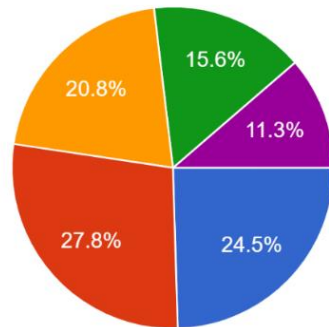
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QUESTION 1: WHAT YEAR IS YOUR CHILD IN?

What year is your child in?

212 responses



- Year 5
- Year 6
- Year 7
- Year 8
- I have children in different year groups

Response	Count	%
Year 5	52	24.5%
Year 6	59	27.8%
Year 7	44	20.8%
Year 8	33	15.6%
I have children in different year groups	24	11.3%

Total

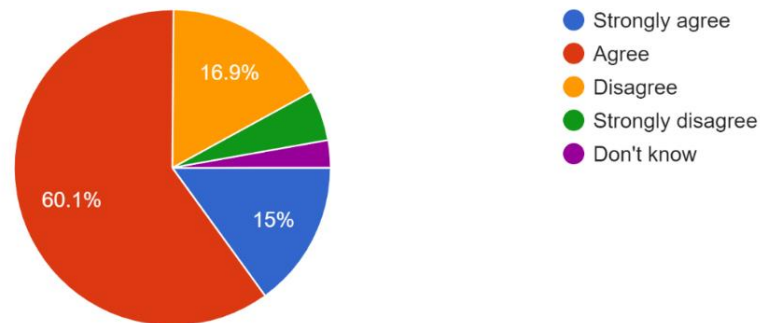
212



QUESTION 2: MY CHILD IS HAPPY AT THIS SCHOOL.

My child is happy at this school.

213 responses



Response	Count	%
Strongly agree	32	15.0%
Agree	128	60.1%
Disagree	36	16.9%
Strongly disagree	11	5.2%
Don't know	6	2.8%

Total 213

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	6	11.5%	8	13.6%	7	15.9%	6	18.2%	5	20.8%
Agree	31	59.6%	39	66.1%	28	63.6%	18	54.5%	11	45.8%
Disagree	12	23.1%	8	13.6%	6	13.6%	3	9.1%	7	29.2%
Strongly disagree	2	3.8%	2	3.4%	2	4.5%	4	12.1%	1	4.2%
Don't know	1	1.9%	2	3.4%	1	2.3%	2	6.1%	0	0.0%
Total	52		59		44		33		24	

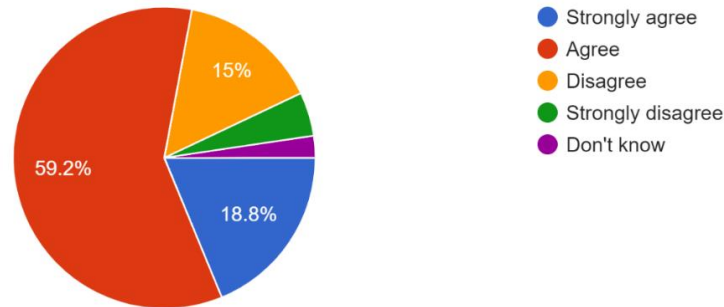
75% of our families shared that they felt their child/children were happy at school. Our aim would be for 100% of our pupils to be happy, we will be conducting pupil interviews this term so that we can gain a deeper understanding from our learners. All year groups are consistent in their responses to this question. Our families that have children in multiple year groups shared a slightly lower positive response to this question.



QUESTION 3: MY CHILD FEELS SAFE AT THIS SCHOOL.

My child feels safe at this school.

213 responses



Response	Count	%
Strongly agree	40	18.8%
Agree	126	59.2%
Disagree	32	15.0%
Strongly disagree	10	4.7%
Don't know	5	2.3%

Total 213

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	7	13.5%	12	20.3%	8	18.2%	7	21.2%	6	25.0%
Agree	29	55.8%	35	59.3%	28	63.6%	21	63.6%	12	50.0%
Disagree	10	19.2%	10	16.9%	5	11.4%	2	6.1%	5	20.8%
Strongly disagree	5	9.6%	1	1.7%	1	2.3%	2	6.1%	1	4.2%
Don't know	1	1.9%	1	1.7%	2	4.5%	1	3.0%	0	0.0%
Total	52		59		44		33		24	

78% of parents and carers shared that they believe their child/children feel safe at school. Our KS3 families were more positive in their responses.

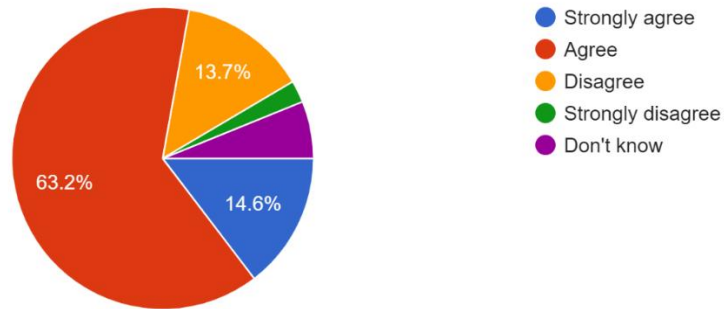
Safeguarding is such an important area and all pupils should feel safe at school. We will continue to seek children's views in discussion with them and respond to any concerns they have about feeling safe they may have. It is difficult to understand from this statement what is making some pupils feel unsafe. Negative responses may be to do with the number of pupils on the playground, it may be around the behaviours of some individual pupils, it may be anxiety that some pupils experience around school attendance. The slight difference between KS2 and KS3 may be the length of time spent at Alameda and pupils simply getting use to a new setting. KS2 pupils did not have the same transition experience as our KS3 pupils.



QUESTION 4: MY CHILD KNOWS WHO TO SPEAK TO IF THEY FEEL UPSET OR UNHAPPY AT SCHOOL.

My child knows who to speak to if they feel upset or unhappy at school.

212 responses



Response	Count	%
Strongly agree	31	14.6%
Agree	134	63.2%
Disagree	29	13.7%
Strongly disagree	5	2.4%
Don't know	13	6.1%

Total 212

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	8	15.7%	7	11.9%	7	15.9%	4	12.1%	5	20.8%
Agree	30	58.8%	35	59.3%	32	72.7%	20	60.6%	16	66.7%
Disagree	9	17.6%	8	13.6%	4	9.1%	6	18.2%	2	8.3%
Strongly disagree	2	3.9%	1	1.7%	0	0.0%	2	6.1%	0	0.0%
Don't know	2	3.9%	8	13.6%	1	2.3%	1	3.0%	1	4.2%
Total	51		59		44		33		24	

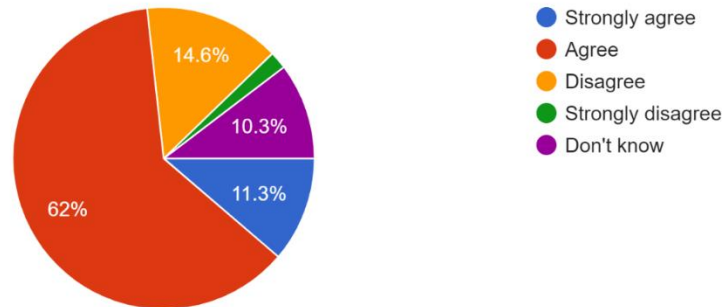
78% of families shared that they felt their child/children knew who to speak to at school if the felt unhappy or upset. The most positive response for this question was from our families with pupils in year 7. Our pastoral support workers support pupils on a daily basis from self-referrals, staff referrals and through communication with families and external agencies. Our family support worker plays a significant role with this support. Throughout the year we share our “who to contact” information and going forward it would be helpful to share this at the beginning of each term.



QUESTION 5: THE SCHOOL MAKES SURE MY CHILD IS WELL BEHAVED.

The school makes sure my child is well behaved.

213 responses



Response	Count	%
Strongly agree	24	11.3%
Agree	132	62.0%
Disagree	31	14.6%
Strongly disagree	4	1.9%
Don't know	22	10.3%
<i>Total</i>	<i>213</i>	

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	4	7.7%	7	11.9%	3	6.8%	5	15.2%	5	20.8%
Agree	36	69.2%	35	59.3%	33	75.0%	16	48.5%	11	45.8%
Disagree	6	11.5%	9	15.3%	5	11.4%	6	18.2%	5	20.8%
Strongly disagree	0	0.0%	1	1.7%	0	0.0%	1	3.0%	2	8.3%
Don't know	6	11.5%	7	11.9%	3	6.8%	5	15.2%	1	4.2%
<i>Total</i>	<i>52</i>		<i>59</i>		<i>44</i>		<i>33</i>		<i>24</i>	

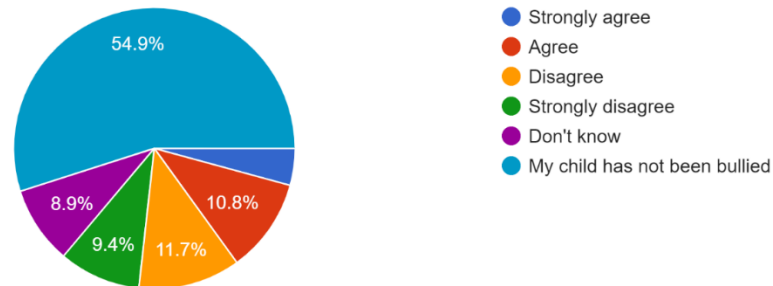
73% of our families agreed with this statement. Our year 8 families shared the less positive response to this statement. As a values school all assemblies have a monthly value focus. We continue to use our merit system, value tokens and celebration assemblies to reinforce positive behaviour. Our community time check in, check-up and check out allows us to reinforce positive messages. Our restorative practice policy helps children to own their own behaviour choices. Edulink is used to inform parents when children's behaviour falls short of our expected standard. Edulink informs families instantly when pupils receive both a behaviour point and an achievement point. Our school diary is also used to award merits.



QUESTION 6: MY CHILD HAS BEEN BULLIED AND THE SCHOOL DEALT WITH THE BULLYING QUICKLY AND EFFECTIVELY.

My child has been bullied and the school dealt with the bullying quickly and effectively.

213 responses



Response	Count	%
Strongly agree	9	4.2%
Agree	23	10.8%
Disagree	25	11.7%
Strongly disagree	20	9.4%
Don't know	19	8.9%
My child has not been bullied	117	54.9%

Total

213

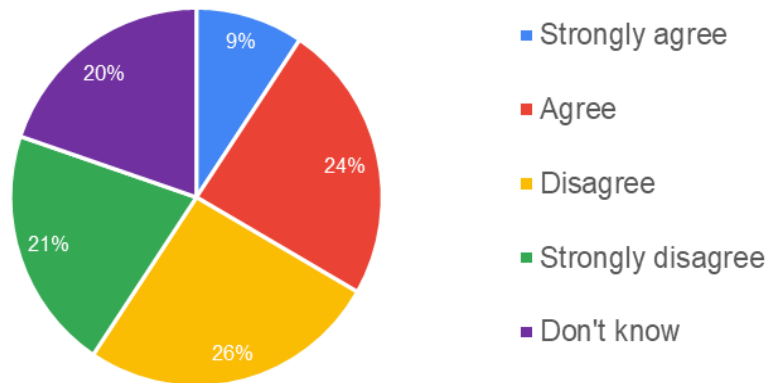
Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	4	7.7%	2	3.4%	3	6.8%	0	0.0%	0	0.0%
Agree	8	15.4%	5	8.5%	3	6.8%	6	18.2%	1	4.2%
Disagree	4	7.7%	6	10.2%	4	9.1%	5	15.2%	6	25.0%
Strongly disagree	5	9.6%	5	8.5%	4	9.1%	4	12.1%	2	8.3%
Don't know	3	5.8%	7	11.9%	3	6.8%	5	15.2%	1	4.2%
My child has not been bullied	28	53.8%	34	57.6%	27	61.4%	13	39.4%	14	58.3%
Total	52		59		44		33		24	

As a school we take any form of bullying seriously and take immediate steps to address this. Our anti bullying policy works around a restorative approach, where all involved should be given the opportunity to discuss the incident, outcome and way forward.



Q6: FILTERED TO REMOVE NOT BEEN BULLIED

My child has been bullied and the school dealt with the bullying quickly and effectively (filtered).



Response	Count	%
Strongly agree	9	9.4%
Agree	23	24.0%
Disagree	25	26.0%
Strongly disagree	20	20.8%
Don't know	19	19.8%
<i>Total</i>	<i>96</i>	

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	4	16.7%	2	8.0%	3	17.6%	0	0.0%	0	0.0%
Agree	8	33.3%	5	20.0%	3	17.6%	6	30.0%	1	10.0%
Disagree	4	16.7%	6	24.0%	4	23.5%	5	25.0%	6	60.0%
Strongly disagree	5	20.8%	5	20.0%	4	23.5%	4	20.0%	2	20.0%
Don't know	3	12.5%	7	28.0%	3	17.6%	5	25.0%	1	10.0%
<i>Total</i>	<i>24</i>		<i>25</i>		<i>17</i>		<i>20</i>		<i>10</i>	

Our year 5 families have shared the most positive response to this statement. Our year 7 families have shared the least positive response. We need further work with families and pupils to understand why 47 % of our families believe when their child has been bullied it was not dealt with quickly and effectively.

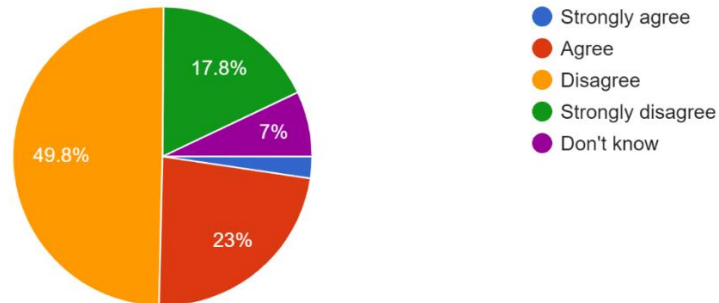
A surprisingly high % of families were unsure as to whether the bullying was dealt with quickly and effectively.



QUESTION 7: THE SCHOOL MAKES ME AWARE OF WHAT MY CHILD WILL LEARN DURING THE YEAR.

The school makes me aware of what my child will learn during the year.

213 responses



Response	Count	%
Strongly agree	5	2.3%
Agree	49	23.0%
Disagree	106	49.8%
Strongly disagree	38	17.8%
Don't know	15	7.0%

Total 213

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	1	1.9%	1	1.7%	1	2.3%	0	0.0%	2	8.3%
Agree	9	17.3%	14	23.7%	8	18.2%	9	27.3%	8	33.3%
Disagree	27	51.9%	31	52.5%	21	47.7%	18	54.5%	9	37.5%
Strongly disagree	11	21.2%	8	13.6%	10	22.7%	5	15.2%	4	16.7%
Don't know	4	7.7%	5	8.5%	4	9.1%	1	3.0%	1	4.2%
Total	52		59		44		33		24	

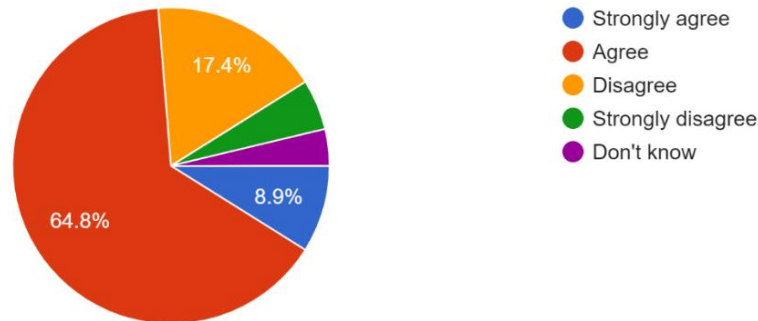
A consistent response across all year groups and an area for development. Our website does share our curriculum plans for all subjects. However, do parents know where to find this information? Questions to consider may be around the way this information is presented. Could termly updates of what is being covered be sent rather than just at the beginning of the year? Is more information needed around preferred methods of sharing of information and communication with our families. Our 'have your say evenings' had been a great opportunity to meet and listen to families. Opportunities for parent forums will be a key focus for September.



QUESTION 8: I KNOW WHERE TO FIND INFORMATION ABOUT THE SCHOOL, WHO TO CONTACT AND HOW.

I know where to find information about the school, who to contact and how.

213 responses



Response	Count	%
Strongly agree	19	8.9%
Agree	138	64.8%
Disagree	37	17.4%
Strongly disagree	11	5.2%
Don't know	8	3.8%
<i>Total</i>	<i>213</i>	

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	3	5.8%	5	8.5%	4	9.1%	3	9.1%	4	16.7%
Agree	30	57.7%	38	64.4%	28	63.6%	26	78.8%	15	62.5%
Disagree	12	23.1%	12	20.3%	7	15.9%	3	9.1%	3	12.5%
Strongly disagree	6	11.5%	2	3.4%	2	4.5%	1	3.0%	0	0.0%
Don't know	1	1.9%	2	3.4%	3	6.8%	0	0.0%	2	8.3%
<i>Total</i>	<i>52</i>		<i>59</i>		<i>44</i>		<i>33</i>		<i>24</i>	

A positive response from families. Our year 8 families responded most positively to this question, which we would expect in terms of the length of time at Alameda. Our year 5 families responded less positively which again could be down to the time spent at Alameda. Are we getting the best from our website? This information is shared throughout the year, perhaps a more structured approach of sharing each term would help.

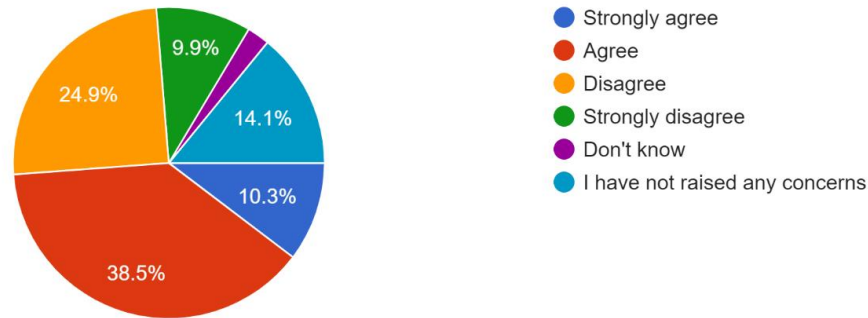
Lack of transition visits, face-to-face parents evening and opportunities for families to visit Alameda may have influenced the response to this statement



QUESTION 9: WHEN I HAVE RAISED CONCERNS WITH THE SCHOOL THEY HAVE BEEN DEALT WITH PROPERLY.

When I have raised concerns with the school they have been dealt with properly.

213 responses



Response	Count	%
Strongly agree	22	10.3%
Agree	82	38.5%
Disagree	53	24.9%
Strongly disagree	21	9.9%
Don't know	5	2.3%
I have not raised any concerns	30	14.1%

Total

213

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	4	7.7%	3	5.1%	8	18.2%	3	9.1%	4	16.7%
Agree	24	46.2%	21	35.6%	14	31.8%	12	36.4%	11	45.8%
Disagree	9	17.3%	17	28.8%	12	27.3%	9	27.3%	6	25.0%
Strongly disagree	6	11.5%	5	8.5%	3	6.8%	6	18.2%	1	4.2%
Don't know	2	3.8%	1	1.7%	1	2.3%	1	3.0%	0	0.0%
I have not raised any concerns	7	13.5%	12	20.3%	6	13.6%	2	6.1%	2	8.3%
Total	52		59		44		33		24	

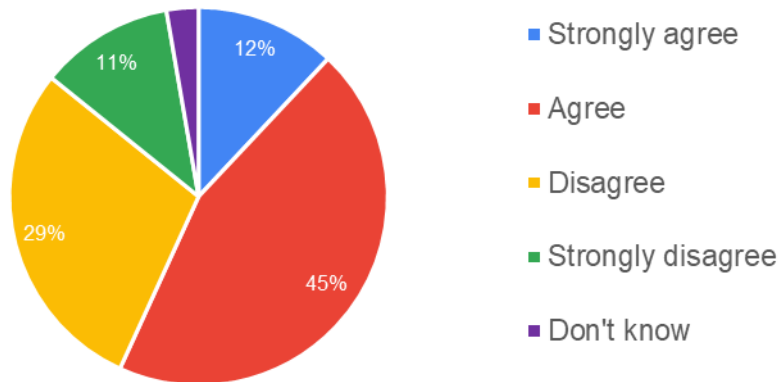
As a school we want to deal with concerns in a promptly manner and in a way that satisfies all concerned. We recognise that not all families will be happy with decisions made involving their children all the time but we work hard on repairing relationships with families. We follow protocol and procedures when dealing with concerns and do our very best to resolve concerns promptly.

We regularly share with families the structure of who to contact. Is this presented in a helpful way? Would a visual flowchart be better?



Q9: FILTERED TO REMOVE NOT RAISED CONCERNS

When I have raised concerns with the school they have been dealt with properly (filtered).



Response	Count	%
Strongly agree	22	12.02%
Agree	82	44.81%
Disagree	53	28.96%
Strongly disagree	21	11.48%
Don't know	5	2.73%
<i>Total</i>	<i>183</i>	

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Agree	4	9.3%	3	6.5%	8	21.6%	3	10.0%	4	18.2%
Disagree	24	55.8%	21	45.7%	14	37.8%	12	40.0%	11	50.0%
Strongly disagree	9	20.9%	17	37.0%	12	32.4%	9	30.0%	6	27.3%
Don't know	6	14.0%	5	10.9%	3	8.1%	6	20.0%	1	4.5%
<i>Total</i>	<i>43</i>		<i>46</i>		<i>37</i>		<i>30</i>		<i>22</i>	

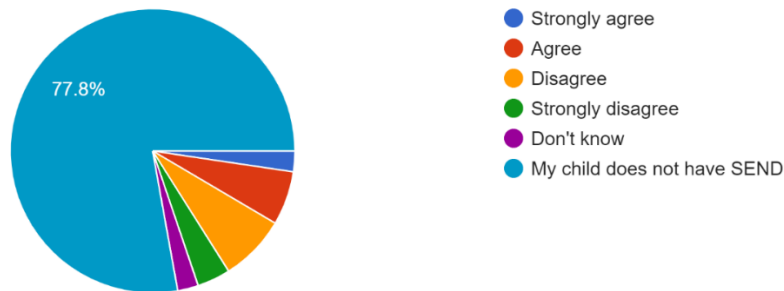
Less favorable response from our year 6 families.



QUESTION 10: MY CHILD HAS SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND), AND THE SCHOOL GIVES THEM THE SUPPORT THEY NEED TO SUCCEED.

My child has special educational needs or disabilities (SEND), and the school gives them the support they need to succeed.

212 responses



Response	Count	%
Strongly agree	5	2.4%
Agree	13	6.1%
Disagree	16	7.5%
Strongly disagree	8	3.8%
Don't know	5	2.4%
My child does not have SEND	165	77.8%

Total

212

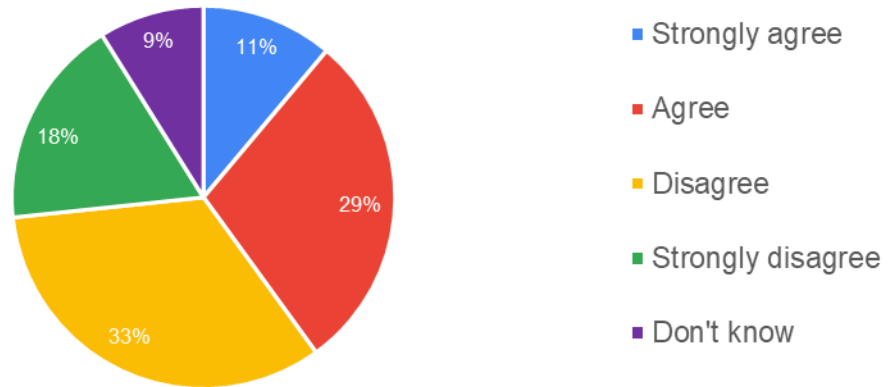
Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	2	3.8%	0	0.0%	0	0.0%	1	3.0%	2	8.3%
Agree	4	7.7%	4	6.9%	4	9.1%	1	3.0%	0	0.0%
Disagree	9	17.3%	2	3.4%	2	4.5%	2	6.1%	1	4.2%
Strongly disagree	4	7.7%	1	1.7%	0	0.0%	3	9.1%	0	0.0%
Don't know	2	3.8%	1	1.7%	1	2.3%	1	3.0%	0	0.0%
My child does not have SEND	31	59.6%	50	86.2%	37	84.1%	25	75.8%	21	87.5%
Total	52		58		44		33		24	

Further surveys with our families who have children with SEND are needed to understand where they feel the support is lacking. Year 5 families shared the most negative response to this question. This may be around the lack of transition and not having the opportunity to meet with key staff face to face.



Q10: FILTERED TO REMOVE NOT SEND

My child has special educational needs or disabilities (SEND), and the school gives them the support they need to succeed (filtered).



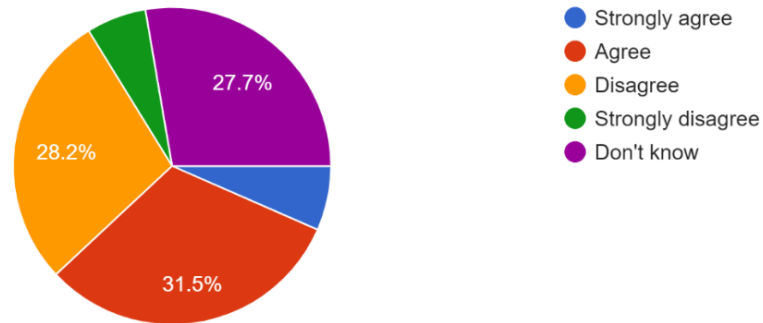
Response	Count	%
Strongly agree	5	11.1%
Agree	13	28.9%
Disagree	15	33.3%
Strongly disagree	8	17.8%
Don't know	4	8.9%
<i>Total</i>	<i>45</i>	



QUESTION 11: THE SCHOOL HAS HIGH EXPECTATIONS FOR MY CHILD.

The school has high expectations for my child.

213 responses



Response	Count	%
Strongly agree	14	6.6%
Agree	67	31.5%
Disagree	60	28.2%
Strongly disagree	13	6.1%
Don't know	59	27.7%

Total 213

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	3	5.8%	5	8.5%	2	4.5%	1	3.0%	3	12.5%
Agree	13	25.0%	19	32.2%	18	40.9%	10	30.3%	6	25.0%
Disagree	16	30.8%	13	22.0%	10	22.7%	13	39.4%	8	33.3%
Strongly disagree	1	1.9%	4	6.8%	3	6.8%	3	9.1%	2	8.3%
Don't know	19	36.5%	18	30.5%	11	25.0%	6	18.2%	5	20.8%
Total	52		59		44		33		24	

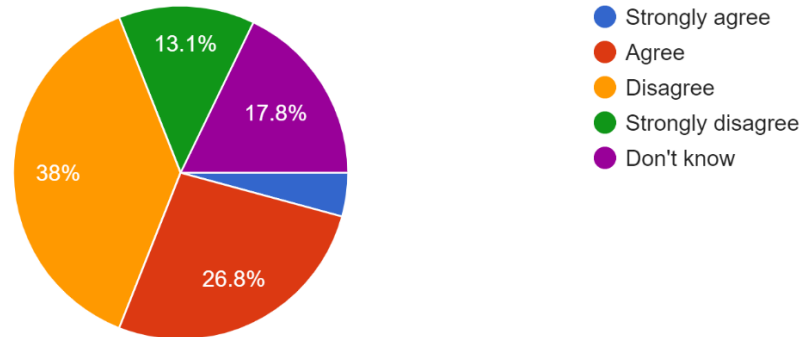
We have high expectations for all children and want all children to do their best at all times. A lot of the communication in the last 18 months has been virtual. We will talk with parents if we are concerned that their child is not doing their best and try different strategies to support their child. Our year 8 families responded most negatively to this statement. Common themes from the written comments showed that mixed ability groupings, Kagan seating plans and challenge for all (or lack of it) might have been reasons that influenced families in their response to this question.



QUESTION 12: MY CHILD ACHIEVES THEIR FULL POTENTIAL AT THIS SCHOOL.

My child achieves their full potential at this school.

213 responses



Response	Count	%
Strongly agree	9	4.2%
Agree	57	26.8%
Disagree	81	38.0%
Strongly disagree	28	13.1%
Don't know	38	17.8%

Total 213

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	1	1.9%	4	6.8%	2	4.5%	0	0.0%	2	8.3%
Agree	15	28.8%	13	22.0%	15	34.1%	6	18.2%	7	29.2%
Disagree	24	46.2%	22	37.3%	11	25.0%	15	45.5%	9	37.5%
Strongly disagree	3	5.8%	10	16.9%	6	13.6%	7	21.2%	2	8.3%
Don't know	9	17.3%	10	16.9%	10	22.7%	5	15.2%	4	16.7%
Total	52		59		44		33		24	

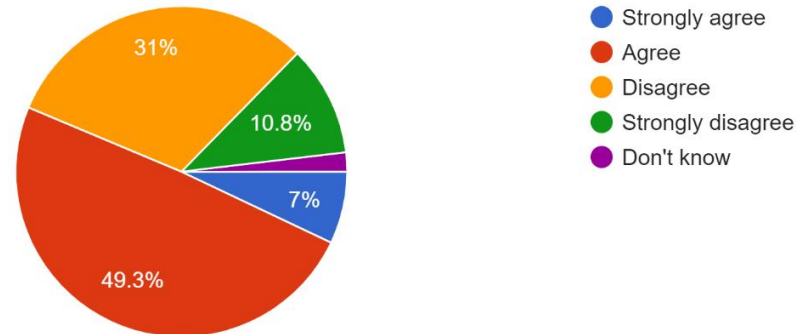
A disappointing but consistent response across all year groups with year 7 families responding slightly more positive. Do our families understand our assessment processes? Are reports providing the right information for families. More work with families is needed around this area. Do we need parent workshops to keep parents informed and updated about our approaches to assessment?



QUESTION 13: I RECEIVE EFFECTIVE COMMUNICATION FROM THE SCHOOL VIA NEWSLETTERS.

I receive effective communication from the school via newsletters.

213 responses



Response	Count	%
Strongly agree	15	7.0%
Agree	105	49.3%
Disagree	66	31.0%
Strongly disagree	23	10.8%
Don't know	4	1.9%
Total	213	

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	4	7.7%	3	5.1%	4	9.1%	1	3.0%	3	12.5%
Agree	18	34.6%	33	55.9%	26	59.1%	18	54.5%	9	37.5%
Disagree	18	34.6%	16	27.1%	12	27.3%	10	30.3%	10	41.7%
Strongly disagree	9	17.3%	7	11.9%	2	4.5%	3	9.1%	2	8.3%
Don't know	3	5.8%	0	0.0%	0	0.0%	1	3.0%	0	0.0%
Total	52		59		44		33		24	

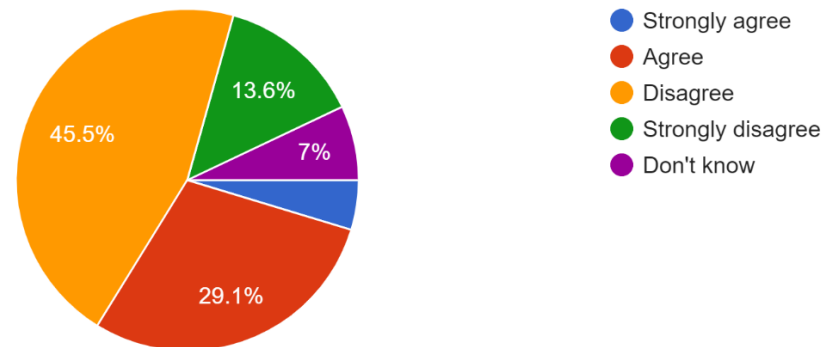
Our year 7 families shared the most positive response to this statement.



QUESTION 14: I RECEIVE EFFECTIVE COMMUNICATION FROM THE SCHOOL VIA EDULINK ONE.

I receive effective communication from the school via Edulink One.

213 responses



Response	Count	%
Strongly agree	10	4.7%
Agree	62	29.1%
Disagree	97	45.5%
Strongly disagree	29	13.6%
Don't know	15	7.0%

Total 213

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	2	3.8%	5	8.5%	1	2.3%	0	0.0%	2	8.3%
Agree	12	23.1%	15	25.4%	17	38.6%	10	30.3%	7	29.2%
Disagree	21	40.4%	26	44.1%	21	47.7%	18	54.5%	11	45.8%
Strongly disagree	11	21.2%	8	13.6%	4	9.1%	3	9.1%	3	12.5%
Don't know	6	11.5%	5	8.5%	1	2.3%	2	6.1%	1	4.2%
Total	52		59		44		33		24	

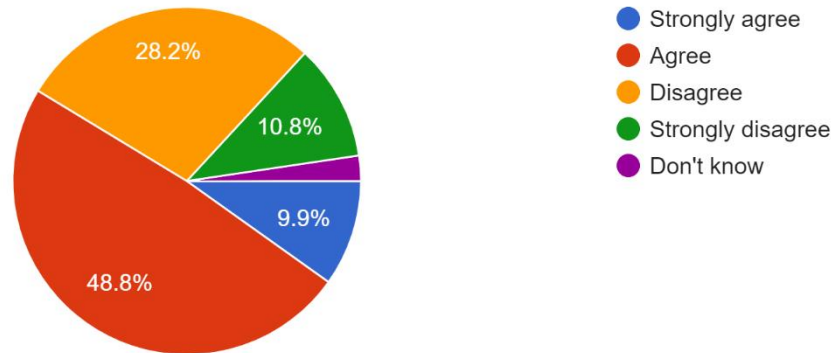
Families across all year groups have shared that Edulink is not an effective method of sharing information. Most of our correspondence via Edulink is around behaviour points and this may have influenced the response to this statement. Edulink has also been used to book virtual appointments and we know that families were disappointed with the 5-minute slot allocated for consultation appointments along with not being able to book with some of their children's teachers. Responses to surveys via Edulink has been positive.



QUESTION 15: I RECEIVE EFFECTIVE COMMUNICATION FROM THE SCHOOL VIA EMAIL.

I receive effective communication from the school via email.

213 responses



Response	Count	%
Strongly agree	21	9.9%
Agree	104	48.8%
Disagree	60	28.2%
Strongly disagree	23	10.8%
Don't know	5	2.3%
Total	213	

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	5	9.6%	5	8.5%	5	11.4%	4	12.1%	2	8.3%
Agree	23	44.2%	29	49.2%	25	56.8%	16	48.5%	10	41.7%
Disagree	14	26.9%	15	25.4%	12	27.3%	10	30.3%	9	37.5%
Strongly disagree	8	15.4%	8	13.6%	1	2.3%	3	9.1%	3	12.5%
Don't know	2	3.8%	2	3.4%	1	2.3%	0	0.0%	0	0.0%
Total	52		59		44		33		24	

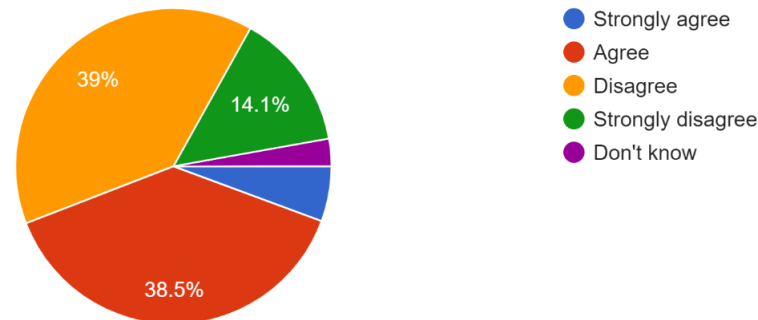
A slightly more positive response from our KS3 families. Email seems to be an effective method of communication.



QUESTION 16: I RECEIVE USEFUL INFORMATION ABOUT THE PROGRESS MY CHILD MAKES AT SCHOOL E.G. PARENTS EVENING, REPORTS, EDULINK ONE.

I receive useful information about the progress my child makes at school e.g. parents evening, reports, Edulink One.

213 responses



Response	Count	%
Strongly agree	12	5.6%
Agree	82	38.5%
Disagree	83	39.0%
Strongly disagree	30	14.1%
Don't know	6	2.8%

Total 213

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	1	1.9%	5	8.5%	2	4.5%	0	0.0%	4	16.7%
Agree	19	36.5%	20	33.9%	18	40.9%	15	45.5%	9	37.5%
Disagree	22	42.3%	22	37.3%	15	34.1%	14	42.4%	10	41.7%
Strongly disagree	8	15.4%	9	15.3%	9	20.5%	3	9.1%	1	4.2%
Don't know	2	3.8%	3	5.1%	0	0.0%	1	3.0%	0	0.0%
Total	52		59		44		33		24	

These responses are to be expected due to the impact of Covid in terms of how we have had to change the way we work.

We will resume face-to-face appointments next year. We will ensure parents know that they are welcome to contact their child's teacher directly. This message and information needs to be shared regularly throughout the year.

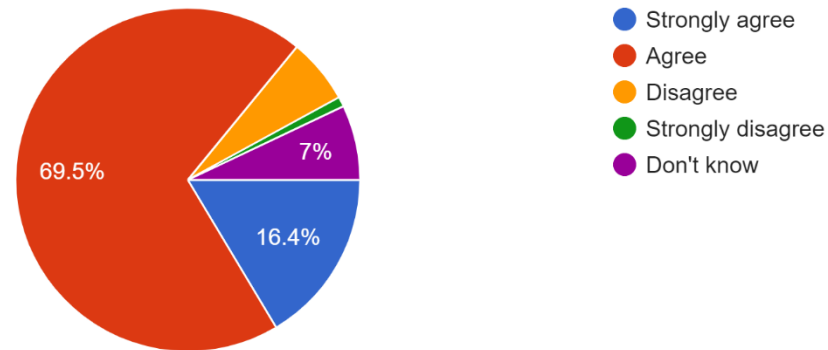
We currently have three reports per year. One is a full written report. Families have the opportunity to meet their child's form tutor in the autumn term and at subject consultation evenings in the spring term. More information is needed from families to look at what information is considered useful.



QUESTION 17: THERE IS A GOOD RANGE OF SUBJECTS AVAILABLE TO MY CHILD AT THIS SCHOOL.

There is a good range of subjects available to my child at this school.

213 responses



Response	Count	%
Strongly agree	35	16.4%
Agree	148	69.5%
Disagree	13	6.1%
Strongly disagree	2	0.9%
Don't know	15	7.0%
<i>Total</i>	<i>213</i>	

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	11	21.2%	11	18.6%	5	11.4%	3	9.1%	5	20.8%
Agree	34	65.4%	42	71.2%	35	79.5%	21	63.6%	15	62.5%
Disagree	0	0.0%	3	5.1%	2	4.5%	7	21.2%	1	4.2%
Strongly disagree	1	1.9%	0	0.0%	0	0.0%	0	0.0%	1	4.2%
Don't know	6	11.5%	3	5.1%	2	4.5%	2	6.1%	2	8.3%
<i>Total</i>	<i>52</i>		<i>59</i>		<i>44</i>		<i>33</i>		<i>24</i>	

A positive and consistent response across all year groups. 11.5% of our year 5 families do not seem to be aware of the range of subjects.

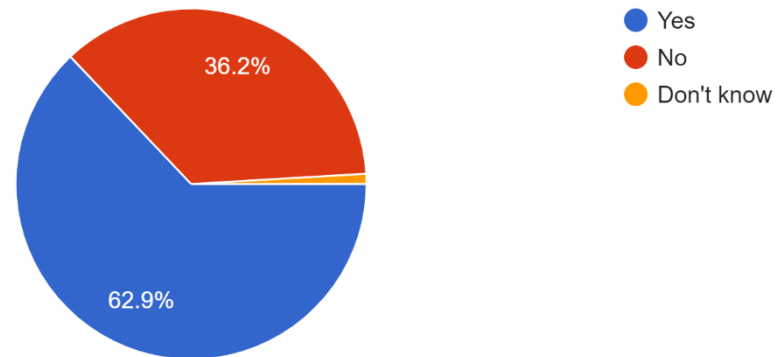
The good range of subjects is a real strength of a middle school.



QUESTION 18: MY CHILD TAKES PART IN CLUBS AND ACTIVITIES AT THIS SCHOOL.

My child takes part in clubs and activities at this school.

213 responses



Response	Count	%
Yes	134	62.9%
No	77	36.2%
Don't know	2	0.9%
Total	213	

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Yes	36	69.2%	42	71.2%	23	52.3%	14	42.4%	18	75.0%
No	15	28.8%	17	28.8%	21	47.7%	18	54.5%	6	25.0%
Don't know	1	1.9%	0	0.0%	0	0.0%	1	3.0%	0	0.0%
Total	52		59		44		33		24	

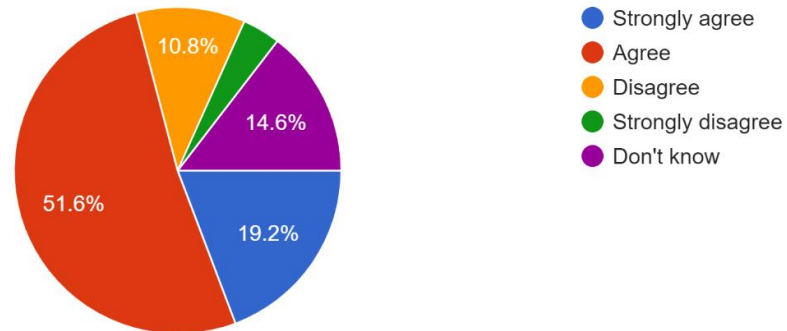
The results indicate that participation seems to decline in KS3. Further surveys needed with KS3 pupils to understand why the uptake is lower than KS2



QUESTION 19: THERE IS A GOOD RANGE OF CLUBS AND ACTIVITIES AT THIS SCHOOL.

There is a good range of clubs and activities at this school.

213 responses



Response	Count	%
Strongly agree	41	19.2%
Agree	110	51.6%
Disagree	23	10.8%
Strongly disagree	8	3.8%
Don't know	31	14.6%

Total 213

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	14	26.9%	13	22.0%	3	6.8%	5	15.2%	6	25.0%
Agree	27	51.9%	30	50.8%	26	59.1%	15	45.5%	11	45.8%
Disagree	1	1.9%	7	11.9%	7	15.9%	6	18.2%	2	8.3%
Strongly disagree	2	3.8%	0	0.0%	2	4.5%	3	9.1%	1	4.2%
Don't know	8	15.4%	9	15.3%	6	13.6%	4	12.1%	4	16.7%
Total	52		59		44		33		24	

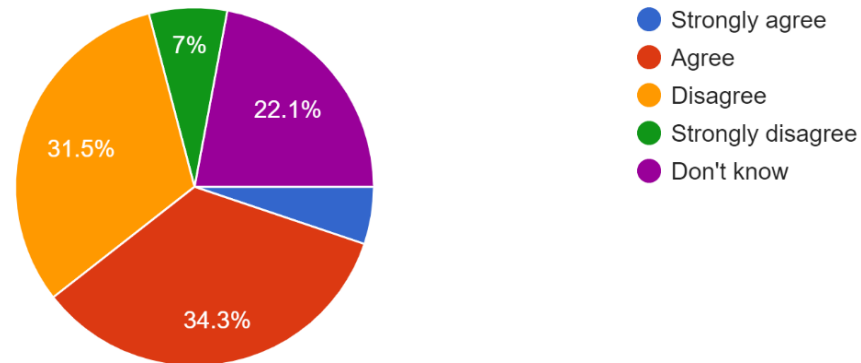
KS2 shows a more positive response. Pupils are informed via their form tutors and are encourage to try at least one club /activity. Each term our sports clubs are shared with our families via email. Which media settings are we currently using to share information? Which ones are most popular? Are all other clubs e.g. chess club, shared with families? Further audit to find out what other clubs and activities we could provide.



QUESTION 20: THE SCHOOL SUPPORTS MY CHILD'S WIDER PERSONAL DEVELOPMENT.

The school supports my child's wider personal development.

213 responses



Response	Count	%
Strongly agree	11	5.2%
Agree	73	34.3%
Disagree	67	31.5%
Strongly disagree	15	7.0%
Don't know	47	22.1%
Total	213	

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	3	5.8%	4	6.8%	1	2.3%	0	0.0%	3	12.5%
Agree	10	19.2%	24	40.7%	17	38.6%	13	39.4%	8	33.3%
Disagree	19	36.5%	14	23.7%	11	25.0%	14	42.4%	9	37.5%
Strongly disagree	1	1.9%	5	8.5%	4	9.1%	3	9.1%	2	8.3%
Don't know	19	36.5%	12	20.3%	11	25.0%	3	9.1%	2	8.3%
Total	52		59		44		33		24	

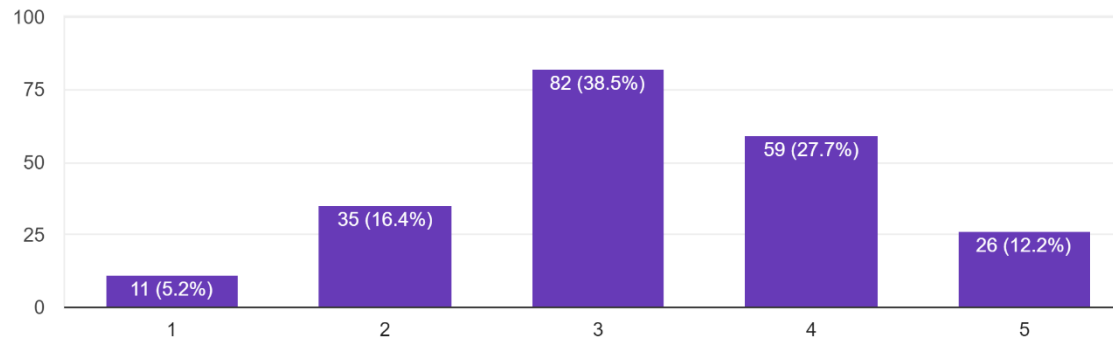
Wider development – work on developing this area so that parents understand how we support their child in this area



QUESTION 21: ON A SCALE OF 1-5 (WHERE 1 = NOT AT ALL AND 5 = VERY HAPPY), HOW HAPPY ARE YOU WITH WHAT OUR SCHOOL DOES TO SUPPORT YOUR CHILD'S WELLBEING?

On a scale of 1-5 (where 1 = not at all and 5 = very happy), how happy are you with what our school does to support your child's wellbeing?

213 responses



Response	Count	%
1	11	5.2%
2	35	16.4%
3	82	38.5%
4	59	27.7%
5	26	12.2%

Total

213

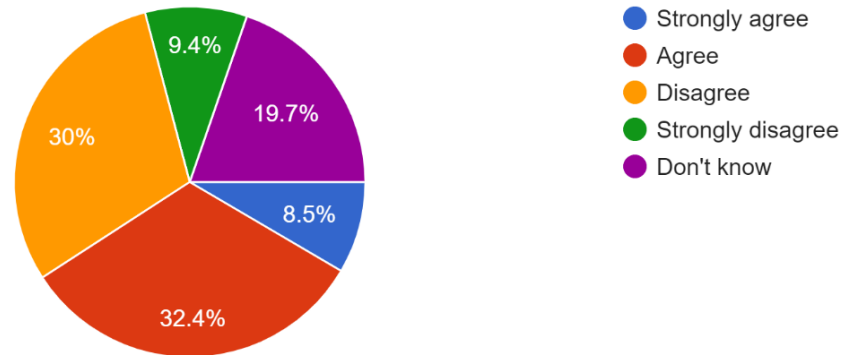
Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
1	3	5.8%	2	3.4%	1	2.3%	4	12.1%	1	4.2%
2	12	23.1%	10	16.9%	4	9.1%	4	12.1%	5	20.8%
3	25	48.1%	19	32.2%	18	40.9%	12	36.4%	8	33.3%
4	9	17.3%	21	35.6%	15	34.1%	9	27.3%	5	20.8%
5	3	5.8%	7	11.9%	6	13.6%	4	12.1%	5	20.8%
Total	52		59		44		33		24	



QUESTION 22: I WOULD RECOMMEND THIS SCHOOL TO ANOTHER PARENT.

I would recommend this school to another parent.

213 responses



Response	Count	%
Strongly agree	18	8.5%
Agree	69	32.4%
Disagree	64	30.0%
Strongly disagree	20	9.4%
Don't know	42	19.7%
Total	213	

Response	Y5		Y6		Y7		Y8		Children in multiple	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	3	5.8%	8	13.6%	2	4.5%	2	6.1%	3	12.5%
Agree	10	19.2%	15	25.4%	22	50.0%	12	36.4%	9	37.5%
Disagree	23	44.2%	16	27.1%	8	18.2%	13	39.4%	4	16.7%
Strongly disagree	4	7.7%	6	10.2%	4	9.1%	4	12.1%	2	8.3%
Don't know	12	23.1%	14	23.7%	8	18.2%	2	6.1%	6	25.0%
Total	52		59		44		33		24	

Very disappointing response. Periods of change always unsettle. If we can improve on the previous 20 points the response to this question will improve.



QUESTION 23: TELL US ONE THING YOU LIKE ABOUT OUR SCHOOL.

Response themes

Responses to this question were coded into eight themes. The table below sets out an explanation of these themes. An individual response may have covered more than one theme and could therefore generate more than one code.

Response Theme	Explanation
Quality of staff	Positive comments relating to staff members, faculties, or departments.
Facilities & location	Positive comments relating to the physical location of the school (e.g. playing fields) and/or the physical facilities (e.g. science labs).
Quality of teaching	Positive comments relating to the quality of teaching and/or the use of particular teaching methods.
Uniform	Positive comments relating to school uniform including wearing P.E. uniform to school.
Clubs, subjects & trips	Positive comments relating to extra-curricular clubs, after school provision, range of subjects, specific subjects and/or trips.
Child well-being/ Behaviour	Positive comments relating to child well-being, school culture/environment and/or behaviour (including behaviour management policies).
Communication	Positive comments relating to communication (including parent's evening and reporting pupil progress).
Misc.	Any comment that did not fit into one the above categories.

Response Theme	Count	%
Quality of staff	62	36%
Facilities & location	33	19%
Quality of teaching	3	2%
Uniform	2	1%
Clubs, subjects & trips	36	21%
Child well-being/ Behaviour	26	15%
Communication	5	3%
Misc.	7	4%

Total

174



Full responses

Tell us one thing you like about our school.
Supportive teachers.
It's local
You CARE and the office is very friendly
My child seems relatively happy
My son is happy there
Form Tutor is always helpful
Supportive teachers
The interactive subjects available and range of pe skills taught.
My sons tutor is lovely and always tries to be helpful sorting out any problems I have
Walking distance from home
The communication between form tutor and parents is amazing
The sport and clubs
I dont know what I like as I have never been into the school due to lock down - not been invited in since the pandemic
The range of subjects and the environment within the school
Mrs O'G - Very good year 5 form tutor
Learning seems varied.
Extra curriculum activities
Inclusivity and respected / good teachers
Generally good standards
Ms Cannon is very supportive
Nothing
Staff are lovely and my child really enjoys it and that's all that matters to us. A happy child
Location
Whenever i've contacted the school regarding my childs unhappiness of school bullies she felt supported by her form tutor and Mrs Knight.
I have met some individual teachers who seem clear and proactive in their role
My daughter has been relatively happy
School trips
Subject variety
The range of clubs and activities available
I think it has had a really strong leadership via the head which I hope continues when the new one is appointed



Most of the teachers are very enthusiastic and provide a detailed commentary at parents evenings.
The teachers are brilliant. They are very quick to sort out any issues and provide a very positive and caring environment for the children at this school.
Smart uniform with tie
Pastoral support is very good . The smaller maths classes are very useful
Some of the teachers
Clubs (when they are running) lots of clubs available to them
Individual teachers are great
Lovely and friendly staff
There are some great teachers at Alameda.
Passion of SOME of the teachers
The location.
The clubs and activities.
The clubs on offer
Individual teachers go out of their way to support my child and his emotional well-being. This makes a huge difference to him- thank you.
Inclusive sports and activity network
Range of facilities
There are some great teachers.
Good taking care with kids
I like the fact they award behaviour as well as academic success
Some of the teachers I have spoken too are excellent.
Proximity to home
Distance from home
The family workers are great.
The range of sports activities available!
Some of the staff go have been very supportive
Wide range of activities and subjects
When my daughter has had issues the staff I have contacted have dealt with them promptly and helpfully.
Some good teachers
The setting is lovely but unfortunately this does not make for a great school.
The values postcards sent home and the wow awards.
I feel confident if there's problem or something I need to discuss with the school this has always been dealt with quickly and efficiently.
Food technology - child really enjoys this and really helps with personal development
friendship groups
Supportive form tutor



My child seems happy there
Some teachers are very approachable
Year 5 teacher
Approachable teaching staff
Good teachers
The location.
My child is happy there
Good facilities
When my first child was in year 5 he was well supported in settling into the school - excellent transition
The support individual teachers have given to help my daughter's wellbeing
The teachers seem to genuinely care
Mrs How
The lunchtime clubs
The staff are always very helpful
The variety of lessons and activities
The DT and cooking facilities
The library
It is local. Lots of things I don't like at the moment.
Teachers are great
Variety of subjects and clubs
The range of lessons and teaching methods, it mostly captures my son's attention and he seems to really enjoy his time there so far. He seems to love all of his teachers and speaks very highly of them.
The community it is located in, the extra curricular netball club, the school setting.
Being able to email the Teachers directly
You have some wonderful teachers
The opportunities the children get so early in school life, eg, cooking, science labs etc
Location
The free extra curricular activities and such a wide choice
Mr Stanley
Efficient
It's walking distance from our house.
Range of clubs and sporting facilities
Range of clubs and activities
Location
The subject expertise, enthusiasm and knowledge of a majority of the teaching and support staff is evident.



Information given
My son skips to and from school, so can't be too bad! The cookery lessons are the favourite!
Some amazing teachers
The teachers are kind
The range of additional clubs available.
Range of extra curricular activities
Is very good
The location and the environment.
Opportunity to try lots of more vocational subjects
Friendly headmistress and other staff
It has a good location, no traffic nearby to disturb learning, more relaxed atmosphere for the children
It's welcoming and teachers are helpful and friendly
The staff I have encountered have been incredibly friendly and helpful.
Extra-curricular opportunities - informative parents evening
Personally for us, it appears that the Staff are very good at instilling confidence in individuals, we have seen a very different child in this respect since starting at this school.
Children seem safe and happy overall
It has a nice playing field
Playing field
the amount of clubs and activities
Great setting and rules. I feel my child is supported with her learning to some extent.
Location
Some of the teachers
Design and technology classes
Locality
I love the middle school part as it helps the children mature and become ready for upper school. For children that are not straight A students the PE/clubs/DT subjects are great, wide variety with skilled and enthusiastic teachers
Sports clubs available
The location
Range of clubs and subjects
I feel that the school cares about my child and that the pastoral support is excellent
A caring school
The friendship groups my child has made and has some good teachers
Ms Fielden is great and gets the best out of my son - top teacher!



It is a caring school
Broad range of wellbeing, personal development activities and clubs.
Mrs o Grady - she is so kind, supportive and thoughtful - my daughter loves her, and I'm so pleased she was put into her class!
Coming to school in pe kit works.
It's a nurturing happy environment.
Supportive and happy atmosphere
Miss Smart. She has shown much kindness towards our daughter helping her adjust to middle school life. I feel my daughter has settled better due to having her as a teacher and she feels she is able to talk to her openly.
how quickly and professionally issues such as bullying are dealt with
The range of extra curricular activities available
Some of the staff are amazing
Mrs Orange - Exceptional teacher who made Yr5 and COVID a positive experience.
My daughter is very happy... I think this says a lot. I like the variety of lessons and extra curricular opportunities.
Location
His friends from lower school are there.
It's local
Lovely teachers
It's in walking distance from home
Good after school activities
Some strong teachers specialising in their subject area (positive) - but now not teaching their subjects (negative)
You have some dedicated, passionate and caring teachers,
Some staff are really wonderful teachers, passionate, strong and caring, I wish this was more consistent and it felt less of a lottery as to who is your child's teacher. Facilities are great.
Excellent facilities and setting.
It's location
Its location and Mrs Orange. Our son's friends go to this school.
I liked Ms Warner and I was very sad to hear she was leaving.
Free after school clubs and opportunities to try these out, these also change according to season.
The independence it encourages and teaches our children



QUESTION 23: TELL US ONE THING YOU WOULD LIKE TO CHANGE ABOUT OUR SCHOOL.

Response themes

Responses to this question were coded into eight themes. The table below sets out an explanation of these themes. An individual response may have covered more than one theme and could therefore generate more than one code.

Response Theme	Explanation
Quality of staff	Negative comments relating to staff, faculties, or departments.
Facilities & location	Negative comments relating to the physical location of the school and/or the physical facilities/equipment (e.g. the need for separate spaces for KS2/3 or lack of play equipment during break).
Quality of teaching	Negative comments relating to the quality of teaching (e.g. pushing/supporting all abilities and years groups) and/or the use of particular teaching methods (e.g. sets/streaming or Kagan).
Uniform	Negative comments relating to school uniform (e.g. seasonal uniform/ affordability) including wearing P.E. uniform to school.
Clubs, subjects & trips	Negative comments relating to extra-curricular clubs, after school provision, range of subjects, specific subjects and/or trips.
Child well-being/ Behaviour	Negative comments relating to child well-being, school culture/environment and/or behaviour (including behaviour management policies).
Communication	Negative comments relating to communication (including parent's evening, availability of parent's evening slots, reporting pupil progress and digital platforms).
Misc.	Any comment that did not fit into one the above categories.

Response Theme	Count	%
Quality of staff	10	5%
Facilities & location	4	2%
Quality of teaching	39	18%
Uniform	5	2%
Clubs, Subjects & Trips	13	6%
Child well-being/ Behaviour	49	22%
Communication	90	41%
Misc.	11	5%

Total

221

Communication –

Child wellbeing/behaviour

We know that the decision not to take our year 6 pupils to PGL has left a lot of families very disappointed with the school. We have received a lot of very negative emails. We do understand the disappointment but we had to look at the bigger picture and ensure the rest of the school was able to operate.



Full responses

Tell us one thing you would like to change about our school.
Address behaviour concerns better.
More communication from teachers
Would like a little bit more advance warning of cooking / PE specifics (i.e. which weeks the football boots are needed, rather than the generic "for this term!")
Where do I start. The bullying policy, the lack of positive teaching and rewarding children for good behaviour rather than being so quick to nit pick at anything not perfect. The fact the teachers don't push the students and allow them to coast in the middle. The lack of communication from the teachers. The list goes on and on.
For the school to focus more on positive achievements rather than all negative
Communication regarding the cancellation of the Y6 residential trip could have been a lot better, we are still not aware of what the children will be participating in.
Lack of school activities/ trips outside of school
Mixed ability maths and English classes
That in certain circumstances both parents should not be notified of certain support a child is offered or given which can lead to things happening to the child or other parent as a result of it
Have 2 types of uniform, it would be helpful to just have the polo shirts and jumpers the shirt and tie thing in the winter, makes no sense!
More opportunities for children to develop their communication and growth mindset skills e.g PGL.
Communication. Nothing ever gets fed back to parents properly about trips or even when my child was punched in the face and came home with a black eye I was not informed and still don't know what happened
Communication
Leadership team
More clubs available (not just PE), more support for students who need it, more quiet spaces available for students
Lack of streaming in certain subjects
I would like to actually visit the school my child goes to and meet the teachers
Everything
Stop using Edu Link for parents evenings, it does not work very well unfortunately. Hopefully changes mean we can get back to face to face soon.
More clubs available at lunch time/after school, and a wider focus on abilities - my child has very low academic self esteem.
The help from SENCO and the communication between parent and staff
Communication is extremely poor.



How you deal with disruptive children in classes and how you stamp out bullying by tackling the sources quickly and effectively
More inclusive to SEN children and more training is needed.
Pushing children in areas of strengths
all forms of communication with the school are exceptionally poor, whether it be newsletters, email (usually none or a bombardment - there is nothing in between) or edulink, and the parents evenings may as well not exist for the measly 5 mins we get with the teacher, so this would be the top priority for change in my opinion
Edulink shows maths and english ho ework not submitted even they are completed as nuggets abd reading do not have submit option in google classroom. This us illogical annoying and substandard of what I expect of learning systems
So many things!
Bullying and how it is dealt with, lack of communication, lack of proper rules, reduction of stupid rules.
1 thing. Helping the special needs children when they have lost property. And directing them. My child has lost so many things and Sometimes they get to nervous to ask for help
Bright children to be pushed to reach full potential
More fun stuff for students to do to look after their well-being and morale. Challenge students more, next to no homework for year 6.
Better communication /subject info.
Parent permission forms to all be in email/Google form and not relying on a slip of paper to get to the right place.
lack of control, lack of communication and lack of empathy
The behaviour of some alameda pupils and their bad language walking home after school. Not a good representation of the school!
Communication!!
Quality of education
Better communication and more notice. One single school uniform without emblem - affordable. Face to face parents evening.
Communication on my daughters progress and I feel teacher should communicate more.
Homework - not a fan of century !
Communications
I would like them to aim higher and encourage the kids that they can achieve whatever they want if they work hard for it
Your communications could be improved, often dates appear to have changed, there are inaccuracies, a lack of notice (e.g. a 2nd pair of trainers at school starting the following morning) or e.g. links aren't ready to use.
Communication- needs better communication and support where issues are reported. Updates should be given and support given as automatic support - parents should not need to attend the school to demand resolutions, as situations are left and allegedly gone noticed by teachers despite parents providing information and details.
Better support for SEND pupils
Perhaps add another language choice like German to the curriculum.
Stop the woke activism, don't bring everything you see on the TV or newspaper into the classroom with your own personal spin on it. Behave more professionally.



More help with SEND concerns.
Add another language to curriculum or send a mini news sheet home saying what will be studied in that particular term. For example - this term year 7 will learn fractions etc etc
The Management!
Understanding of individuals needs and requirements to succeed
Behaviours and lack of respect
Bullying needs to be dealt with faster.
Communication with parents could be improved - both in general comms and also school reports where there is just a letter and no comments.
Better support with pastoral care
I think it should be turned into a secondary school and the three tier system scrapped altogether. Failing that, some play equipment for the younger kids on the playground would be good.
Response rate from class teachers (or an actual response) when emailed about a concern with my child about them being bullied.
Reduce bullying & improve communication
Behaviour. I understand that this is an issue in many schools post-lockdowns. However I think the very poor behaviour standards at Alameda contribute to anxiety and emotional distress for many of the children.
Awful communication. Constant upset from children re bullying especially older children against the younger ones and nothing is done
Lack of communication and streaming
Better communication.
Needs to have better communication and less last min communication to parents
More information about learning of the child
i seem to receive excessive emails, its possible covid increased communication about testing, masks etc but i struggle to keep up
Some of the children...my daughter likes teachers and lessons but finds social aspects tough. Albeit the school has provided support.
Joined up communications
Better communication!
Behaviour management procedures/ communication/ support for children and staff
A more effective way to ensure all parents get a slot at parents evening.
That the children in year 8 are challenged much more
Year 5 need to be separated from older years (7&8) during playtime. Playtime and lunch times are causing some children real anxiety due to bullying by older children.
Behaviour and respect. There appears to be no real accountability for incorrect uniform or missing homework - leading to a general sense of apathy.
Children being able to be taught by trained English and Maths teachers, not their form tutor
Lack of commitment to children in years 7 and 8 once they have completed their SAT year 6. Homework diminishes and there appears to be a general feeling of antipathy to children in these year groups. This is my third child at Alameda and it has been the same for each one of them.



Without doubt the behaviour needs to be improved.
Edulink needs to be used more. Redborne send letters through this and email which means I have more knowledge of whats going on with my other child's education
Communication
Lack of communication is not good. We are never informed by the form tutor information, my child never knows the spellings, children are expected to be to grown up a young age, for example my child did music lessons however kept missing them and was expected to know the time herself and had no help with tutors and the music teacher was not allowed to collect them which meant we had to cancel the lessons. Which was disappointing as the school was not helping with her development. Also emails to tutor do not get picked up.
Discipline in and outside the classroom
Being dismissed by send
The number of unkind incidents that happen to my child.
Holistic development of all pupil not just the more able.
Where to start!! General communication to parents needs to be improved. I hear talk of fighting, bullying, foul language, classroom disruptions zero supervision on playground. We parents are often receiving info without giving us enough notice. Ie: "tomorrow is a non uniform day".
Polo shirts all year round
Reception staff
Headteacher, school timings
More provision for children with sen
Communication could be more timely and concise.
To see an increase in the regularity of student reports highlighting areas of progress and areas to work on etc.
School trips ,there aren't enough
Partnering with parents rather than patronising parents - we are adults and shouldn't be spoken to in a manner which teachers themselves wouldn't tolerate from parents, plus it makes us parents wonder how the teachers are speaking to the children.
Communication with the parents
Better communication with parents.
Communication - needs to be a lot better
Move with the times, teachers spend too much focus and energy on negative pupil behaviour and forget the children who are well behaved and focussed. Both my children are miserable due to this, both used to enjoy school and now they absolutely dread going in every day due to being 'shouted at' constantly and all being cast as 'misbehaving'. Sanctions are put on entire classes/years instead of tackling the pupils who are causing the issues. Rewards for good behaviour are few so the drive and incentive to thrive is reduced. Sports equipment is restricted at break and lunch but everyone knows the positive effects this has on child behaviour. I could go on and on to be honest but I feel it will fall on deaf ears.
More effective communication
For there to be more of a can do attitude
More focus on education. Streaming works.



Parents evenings/ events always seem to be at short notice/ to be invited in to meet teachers/see school and school work.
Difficult to get parent evening slots for subjects
I have not met any of her teachers in person apart from the beginning of year 5 so feel very disconnected from what she is learning and with whom. The virtual 5 min parents video calls don't cut it and I dont know who to talk to / email about specific subjects without going through the form teacher.
Better communication. Keep newsletters concise, with key dates & info highlighted at the start & sent in a timely manner. Only use one channel of communication for homework, photos, sports fixtures etc. Too many makes it hard to find. Use google forms for permission slips not bits of paper.
Communication
That enough parents evening appointments are available so that everyone can have at least a maths, english and science appointment. This is an entitlement but there are never enough & I was unable to make appointments to discuss my child's progress.
EduLink - bin it and get that properly helps communication with teachers and class leaders
Rough playtime behaviour and bad language
Discipline. On too many occasions my son has been on the receiving end of nasty uncalled for comments / treatment. I hear all too often that another child has lost their temper and acted in a very threatening behaviour towards a class/teacher/individual. It makes me feel the consequences are not a big enough deterrent.
The school uniform should be worn daily. Allowing PE kit to be worn x 2 weekly has caused standards to slip. In my experience high standards and expectations start with uniform. Just by looking at uniform alone, you can see that the local lower schools have higher expectations of their pupils in comparison to the middle and upper school. I think this needs to change in order to drive over all standards up at Alameda.
Children with extreme special needs to have specialist Teachers and not disrupt the main class
There is a distinct lack of communication around our children. I have no idea how my child is doing most of the time unless there is a behaviour point or we get an extremely quick ten minute chat once a term at parents evening. The school do not praise students enough unless they are high achievers. There doesn't seem to be much incentive for students who aren't at the top of the subject or class. The school seem to have extremely high academic expectations of the children and favour highly academic students. As a parent I have rarely been able to actually speak with the teachers and have not been able to actually email any of the teachers if I have needed to. The school do not handle bullying well - so much to improve on in terms of wellbeing support as well!!
I don't feel we know enough about what the children do, and are what they are looking to achieve. I feel this maybe because we concentrate on teaching the children via computers and not books, so we as parents do not see this work as we go along. At times my child is bored in his class as he feels not enough interaction from the teachers to make the classes interesting and fun. I feel homework should come home in books, to be more visual and be more regular. We do watch our child do his computer homework but it is not the same as having a book to read and discuss with him.
Play areas.
The standard of education
Parents evening - no spaces to speak to any teachers at all 3 hours after times were released. I have emailed in and had no reply
Stricter on wearing the correct uniform
Better leadership and going the extra mile for the children instead of not bothering.
Actually be able to come in and see the school, meet the teachers face to face and get a better feel for my child's school life



Improving the overall quality of teaching and communication - for example discipline in classes (dealing with disruptive children), communication on progress of child, focus on ALL children (including the quiet ones who just get on), challenge children to reach their potential
Google classroom content not clear
To change from being negative towards all the children in the year group and deal effectively with the poor behaviour of the ones ruining it for everyone else. Reward the students more frequently who do the right thing day in day out and make school an exciting and positive experience for them.
Better subjects nothing being taught to help you about saving money, day to day life lessons. Very important stuff
Communication at the beginning was terrible. No starting date/ location. The Firs Lower School and Maulden I think we're missed. Fortunately my son was not phased in any way, but some were! I think that's a worrying start for any kids first day!
Behavior policy
More support for children with learning disabilities
Access to teachers regarding my child's progress. Easily accessible parents evenings - there should be one appointment per child for that teacher. There are never enough appointments initially. I appreciate it is an evening, but if SLT considered how they used staff meetings I am sure they would be able to ensure all parents got a parents evening.
That the focus in year 6 is less about SATS results and a drive to achieve across all areas of the curriculum is embedded in all year groups.
The management and communication.
More academic rigour, better communication of progress and other updates, increased support for and SEND communication.
more chances to visit
Communication to parents to be more effective and more regular
Honestly I'm happy with it
Face to Face parents evenings need to return
Behaviour within the classroom, low level disruption, dealing with behaviour outside of the classroom - more staff on duty at break and lunchtime, having consequences for bad behaviour, and keeping parents informed. My daughter unfortunately experienced bullying during the school day; although the issue has resolved itself with some help from teachers I was not contacted, and also it appears to be a common pattern when speaking to other parents.
Edulink does not appear to update on submission of homework and behaviour. We have had an odd occasion where a behaviour point has been added to Edulink but showing unresolved despite the appropriate action being taken by the School and understood by my child?
Behaviour and pushing high ability - seem happy with average and other local schools have higher expectations.
Better communication all round. Consistency in setting and detailing homework
The association and involvement with www.cousinssafety.co.uk/contact
Communication
Communication
better clubs and activities
Less bullying
Feedback is essential for children and Parents, I feel this needs to be improved. More praise needs to be given when a child has put alot of effort into homework or set class work, it helps with their enthusiasm to learn



Feel more involved
Quite a strong emphasis on attainment and not enough on emotional wellbeing
More non-sporty club options eg language club ie chinese. Child unsure how to find out more about clubs and how to sign up.
Improve discipline by removing restorative justice
after the pandemic i feel out of touch with the teachers & the school, can we have a re-introductuion to face to face events so we get to connect more with the school? I miss the celebration assemblies
Allow children to wear polo shirts all year round
my child is happy to attend school
Remove the glass ceilings you put in place
Communication between school and parents. Emails responded to.
The amount of emails I receive as a parent - I would prefer a weekly summary document than lots of ad hoc messages
More encouragement direct to pupils
Communication is so inconsistent and EduLink is proclaimed to be the tool used but it is not used by teachers effectively. choose a comms route and stick with it. Practically also emails only go to one parent which is not helpful.
Challenge the high achievers
Improved challenge, extension and stretch in academic subjects, particularly maths, so that my academically able child isn't telling me he is frequently bored and uninspired.
Leadership, communication, capability to challenge children to reach their full potential
Although teacher is amazing and communication from her is great the overall communication from Alameda is poor compared to what we have had previously experienced from Russell Lower, and is not what I would expect from a middle school. I am aware that this isn't just my thought too and a lot of other parents feel exactly the same way. I just feel we aren't given enough information on what are children do at school and what they need to do out of school. The systems with EduLink, google classrooms and century tech seems somewhat confusing, and I wonder if everything was on one central system is would make it less confusing for parents and children to keep up to date with information and homework they need to do outside of school hours. Basics regarding communication I think are generally poor - example - my daughter has never actually meet the head teacher in person!!! I think it's unbelievable that on the 1st wk or 2 of school she didn't go round to every new class to introduce herself to the new students - even more important this year as there was no formal viewing of the school for parents and children, and the only viewing they had was a quick 30minute look round after school one afternoon. How daunting it must have been for all the children to start at a school that they really hadn't been into, and the parents certainly hadn't been into, because of Covid. I would have thought introducing yourself to the new students would be a given, but even more so in the covid circumstances we found ourselves in. This sort of basic communication is what I feel Alameda fail at miserably. Unfortunately it's a pretty well know feeling in the local community that communication at Alameda is extremely poor.



Better/more effective communication eg cooking recipes to parents maybe?
Art clubs at lunchtime/after school maybe?
Become less focused on sats and more focused on year 8 preparing them for transition.
Reply to my emails.
Being more clear with parents on email rather than relying on children age 9 to relay all information at start of year 5. My daughter is very good at organising herself and we are now in a good routine with homework etc but the first few weeks of starting in year 5 were very poor in terms of communication from school. Do we as parents need to look at google classrooms, century, edulink? A simple welcome email with our child's log in details and a simple explanation of what these app were (& whether we even need to access them at home) could have saved a lot of confusion and emails between parents and teachers.
access to extra lessons for core subjects for children who fell behind during covid
More focus and encouragement for middle achieving children
The lack of attention given to the violence in the playground
Communication is need of strong attention - email is not robust as does not always work and Edu-link is under used.
More of a personal report and parents evening for years 5 and 6. They are still primary aged children and it would be nice to know more about how they are settling into lessons, how they behave, how confident they are etc. The reports are very much like high school reports and I don't feel that their class tutor knows an awful lot about them. Last year was very different as lockdown enabled the children to build a rapport with their form tutor but it would be nice to see that carry in to year 6. A face to face parents evening would have felt so much more personal and enabled us as parents to ask more questions around well being etc. We haven't had the chance to see our childrens work since they have been at Alameda. I don't feel like I have any idea of the standard of my daughters work as I haven't seen any since year 5. It would be so nice to see the work they are producing.
Communication is sporadic
I think it would have been great if the year 6 got to go on the PGL holiday. Asked about what was happening and never got a reply.
More recognition for those children who have gifts other than sport.
The leadership needs to promote listening to pupil voice - about friendships and staff conduct, to ensure every child feels safe. Restorative approaches are not used swiftly resulting in the perception that there has not been any action. Concerns that are raised are not dealt with promptly, and escalate into negativity across the parent community. I myself have asked to meet with the Headteacher and was directed to other staff members. I strongly believe that the Headteacher of my child's school should make time for any parent who feels there concern is significant to request a meeting. Parents appreciate processes to utilise time but it comes across as not listening to parents.
Dealing with issues when promised
More homework
No more Kagan Learning - Bring back Maths and English ability sets. Maths and English to be taught by teachers specialising in subject.



Communication is dreadful, we get overwhelmed by emails or no communication at all, we got told useless information but crucial dates etc are missing. Emails/newletters can be too long, we need clear and concise. Teachers and SLT do not always reply to emails. We routinely get told how our emails should be phrased but I think parents are so frustrated by the lack of/poor communication. Some teachers do not feel accessible or approachable. Receptionists are lovely and always friendly but are often not able to answer queries or even point us in the right direction.
I would like more challenge for all children. I have a more able child who has not always been pushed and developed to his full potential (a couple of teachers have been brilliant and pushed him but it is not consistent) . I have felt I had no choice but to use a tutor; I know many other parents who have done the same. I also have another child who probably sits in the middle academically but she tells me she is bored in lessons, they repeat work already done at lower school, the work is easy, dry and dull. It is not fun or inspirational in any way. She now hates school and has lost any love of learning. Learning is also distrusted by other children and not always dealt with effectively.
Behaviour & well being
Homework - more of it, more variety and a better system for tracking/submitting it.
The communication with parents is very lacking
A great deal. Improvement in communication, challenging my son academically, not cancelling PGL, lack of communication by HoY, too many 'create a poster' lessons.
Teachers need to start taking responsibility of their actions. Sarcasm has no place in schools. How certain teachers get away with things is simply unbelievable.
Clearer and more consise communication, emails and messages are far too long and unreadable, often sent too late or not at all. Communication should be through one method, not via edulink, sco pay, Google classroom, text, Facebook, email and the website, letter. Either use one very well, not all very poorly. All school clubs should be emailed to parents, so that all children can have the opportunity to get involved and parents can help support them in trying new things. Communication is by far the schools biggest problem and weakest link.
Behaviour standards and respect for the rules



QUESTION 24: DO YOU HAVE ANY ADDITIONAL COMMENTS ON ANY OF YOUR ANSWERS OR ANYTHING FURTHER THAT YOU WOULD LIKE THE GOVERNORS TO KNOW?

Responses to this question were not coded due to the mixture of positive and negative comments.

Do you have any additional comments on any of your answers or anything further that you would like the governors to know?
Keep doing a great job!
I find negative points are given for very minor things where achievement isn't really celebrated. I feel my child's learning has significantly slowed down since reaching Alameda. Homework doesn't really exist and I feel when they get to Redborne they will struggle with homework. I've had a few issues with my child being bullied, sometimes I get a response, other times I don't even get an email to acknowledge my concerns.
Please can the Y6 residential trip be out back on the agenda for the end of this year or the start of Y7? These children have already had so much taken away from them due to Covid, yet other lower and middle schools have managed to arrange a trip for this year.
My son is bored in maths as he is in a class with extremely less abled children and is told to move on to harder questions himself. This means the class input is at a level too low for him and he is teaching himself quietly. All focus is given to low ability children to see them progress and he is left to just get by. Imagine how much he could learn if the lessons were directed towards his needs and areas of learning! Completely unfair
This school has not changed in the 10 years between my children attending. Senco, bullying, support needs looking at. Bullying is a huge problem
Make communication more concise. I feel like I need a full time secretary to go through the multiple lengthy emails sent on a daily basis!
PGL cancelled in Year 6 will have a detrimental impact on this year group.
- Higher consistency in behaviour management in class - communication home needs improvement (quality, frequency and when issues occur in school) - Higher consistency in behaviour management around school site - more staff present at the end of the day as pupils exit school site.... Behaviour/language is often a problem - leading by example: higher expectations in both academic and behaviour
School needs strong leadership to improve its level of learning. OFSTED could not come sooner
Really happy with how the SENCO Miss Cannon and MRS Richardson have worked together to support my daughter through a difficult period of absence, and SEN issues. They have been very adaptable and have listened to our concerns
The school failed to follow a care plan, students escape daily, teachers don't respond to emails, lack of practical lessons, lack of support for students the list is endless. The school is appalling. Learning should be fun, this isn't the case it's stressful and damaging children's mental health being in this school
Concerned over the potential impact a new head teacher could/will have on the school and its future direction and development.



Far too many emails are sent out - hard to see 'wood for trees'. Other schools collate information and send fewer but longer newsletters - currently too easy to miss things. There is also a lack of 'community' feeling between parents and school - you have a wide range of parents abilities to tap in to, ask for/allow parents to support e.g. school activities, fundraising. Feel very out of touch with current aims of school.
Poor communication. Poor behaviour management. SEND assessment requested and ignored.
The school do not deal with bullying.. there are daily assaults on pupils and no one follows through on these. There is no communication with parents on these matters except" what happens in school is dealt with " one line emails... when it's repetitive it is not being dealt with so something needs to change so children are not scared to come to school or they really start to defend themselves and the problems increase.
Where children are struggling and not SEND they don't get enough support to improve. Parents evening you can't speak to teachers properly in 5 mins all the time so makes it pointless.
There is lack of leadership and drive to improve the school when you compare to the way Russell lower is run and managed it is clear that Alameda has a lot to learn.
There are more disabilities these days, not enough training has been given to the teaching staff, so the schools falls flat here.
we utilize this school for convenience, and not for its academic output, which is a real shame. This is why I doubt I would recommend it. In the 2 years my child has been at Alameda, covid has been with us, so I have made allowances for the standards I find acceptable, and so far, the school still falls short - hopefully things improve once we are fully out of the pandemic, and with the imminent change of Head Teacher, as I feel organizations such as this work on a 'top down' basis
I have been fortunate that both my children are doing well at Alameda but I think that largely comes from the fact that they do not have special needs and their behaviour is generally good. I hear many stories from other parents who may have SEN children or just naughty children (my view not the parents!) and they either don't get the right support (SEN) or bad behaviour is not dealt with. This is all hearsay though. The general view of Alameda in the town is that the lower schools are great, Redborne is good, and you just have to keep your head down and get through Alameda. Sorry to be so blunt. Hopefully this is something you are looking to address or I am just incorrect :)
I have contacted the school recently about my concerns and have again not heard back.
Work not marked. Mixed ability sets don't help brighter kids to progress. Brighter kids are responsible for teaching less bright kids instead of being given the opportunity to excel themselves.
There are far too many behaviour incidents such as students having to evacuate the building due to a child misbehaving and throwing furniture, threatening teachers. Fights in classes. Having to witness this is not beneficial to students that behave themselves.
I'm disappointed that since my child joined alameda, I have been unable to visit the school. There has been no offer of face to face contact, no opportunity to see the school prior to my child joining due to the pandemic, and now that restrictions have lifted it would be nice if there was an open evening for parents to see where their child is spending their days. This must be the same for all yr 5 & 6 parents! The last two parents evenings at my other child's local school have been in person. Yet Alameda have on both occasions insisted on only allowing a 5min video call which just isn't remotely sufficient at all to get to know any teachers, get feedback for my child's progress or get a sense of the general ethos of the school.



I have serious concerns about school bullies who's punishment is to pick up litter and not a lot else. There is constant talk around Ampthill that Alameda has no control of bad behaviour in all year. My other daughter is meant to be coming to Alameda in September and not a single parent in her current year 4 class is particularly excited about it.
I have grave concerns over the quality of teaching in some areas and moreover the content of the curriculum. When I have raised concerns over these areas with staff they seem unaware of curriculum areas, what is being taught and how or how to rectify them. I am concerned by some of the behaviour reports I have heard from my child and the ways in which some staff deal with behaviour. I am more than happy to elaborate further if you wish any further details (Laura Shirley)
Have had no opportunity to visit school and have no idea of layout or teaching staff. Feel very removed. It is a big jump from lower school. Hard to answer questions about the school when I know so little.
Yes. Deeply disappointed about not being involved in the decision / given a choice for the children to be on the PGL trip this year.
Bullying issues are treated very blasé by senior and members of staff- they could be better resolved by communicating and listening to parents and children where issues are raised. Rather than send letters/ emails about attendance how about review and resolve the bullying issues identified to prevent these low attendances, as this causes further upset and anxiety for both parents and children. Especially where parents have been forthcoming with bullying information.
SEND pupils are being let down
I have been really impressed by this school. The SEN support is especially good .
Mrs Orange using up most of my daughter's computing class to make the children write a letter to some fictitious Ukrainian child is an abuse of position and this sort of behaviour needs to stop. Same with insisting they write a letter apologising to Marcus Rashford. Woke activism/authoritarianism and the attempt to indoctrinate children reflects extremely badly on Alameda and those who run it.
My children are very happy at this school. The teachers offer very good support
The communication between staff and parents is poor. I wrote an email to the Yr8 Head and after 2 further emails, I'm still awaiting a reply to my questions and concerns. This is the fourth week since my initial email. I think the pupils would benefit from being more involved in community projects to have a more fulfilled education - not everything is learnt from a textbook. There is very little for the children to do in the playground during break and lunchtimes too which leads to boredom - especially as the children grow up and by Yr8 they are bored. I do feel that the Yr7 and 8 pupils do not get as much out of school as they could - it seems all focus goes on the achievement of SATs then they move on the next group.
Firstly may I say, this school has huge potential however there are a few key issues that need to be dealt with. Leadership- total lack of leadership. No presence felt by previous head teacher. Have experience of two other schools in other area and both heads would be at the gate greeting the students. Communication- In general there is a total lack of communication to parents. There is expectation that 9 year olds will tell their parents everything!! They don't. Clubs cancelled, and no text information. 9 year olds just sent home... Parents expecting them to be in school at the club! Safeguarding issue..



SEND- There needs to be huge improvement here. My child has Send needs, only with a constant battle from me has there been anything put in place to improve their experience. Only certain staff members knew my child's needs! Not acceptable.
Teacher/child communication- in Year 5, they are still so young, discussions need to be brought down to their level so they can understand what's gone wrong.
Parent/ teacher relationship- any issues that arise there is a stand offish approach with a defensive attitude. It is felt that it is all on the parents to deal with. No joined up working with parents and school.
A need to focus on improving the culture of the school, that pupils are cared for and valued. E.g. if there is a school uniform ensure it is worn. Also this form only allows feedback on one child but recognises a parent may have more than one child at the school. Could we also know when we will be told the outcome these parent and pupil surveys.
Communication is awful. Please could you use edulink in the same way Redborne do, so all communication goes through there. There are too many emails, most that are filled with irrelevant 'nice' things, it's lovely to see those things, but as a busy parent I need important info by email, not how lovely year 5 daffodil paintings are. You could use social media like Facebook or Instagram for shout outs, and keep emails (preferably via edulink) for important info.
Please include in the school curriculum more life skills lessons
I think covid has had a negative impact on my child's experience at Alameda and he no longer enjoys school.
There is little or no information about how your children are doing at the school - nothing is personal to your child and it feels as though they can get 'lost' Uniform is scruffy and not monitored which leads to kids exploiting the uniform code. There is way too much emphasis on SATS - little feedback on homework, no clubs for children that aren't sporty after school.
The swearing I hear coming from the kids in this school is appalling. I think years 5 and 6 should be kept away from years 7 and 8. I also saw kids piling on top of each other in the playground and three staff members standing chatting, completely ignoring it.
The behaviour of the children once they leave school is awful. The language they use is unacceptable especially given the close proximity of the Firs Lower School and younger children. I have a child in year 3 who has been the victim of verbal abuse (including swear words and other inappropriate language) over the fence between the 2 schools.
Parents evening did not allow enough slots for parents so 30 minutes after going live all slots had gone. My child has been bullied at Alameda I feel this has been handled extremely badly without teachers informing me what has occurred and teachers not responding to phone calls/ emails. Poor communication between teaching staff- pastoral saying one thing while teacher says another. My child says there is no point reporting bullying incidents to teachers anymore as the teachers won't do anything about it. My child is unhappy at Alameda. I think staff's hearts are in the right place however, I feel this is a poorly managed school and quite possibly the teachers are struggling coping with the poor behaviour of children. I am hopeful that once a new Head starts a strong framework will be put into place to support teachers thus helping students. More staff should be present during lunch/ breaks to prevent bullying - particularly when older children mix with younger. Certificates not received for merits. I believe you should either review your safeguarding policy or follow the guidelines. Finally, I think Mr Lawson is a great teacher but should have been given more support early on.
I have always found the teaching staff at Alameda to be caring, supportive, dedicated teachers- and I am extremely grateful to them. However, I worry that they are not being supported well enough to manage their very challenging workload.
Communication is particularly poor in all areas. Also not convinced that those children that are more able are being encouraged to progress.



I am not convinced disruptive pupil are dealt with effectively. One of my kids doesn't like coming to school due to the behaviour of other kids in her class
Things need to be changed to rebuild the reputation we moved to amphill for. All discussions I have had regarding alameda in the 2 years my chn have attended have been predominantly negative. Notable staff members who are clearly doing the best they can- Mr Henry and Mrs K Richardson who have listened.
Mr Brown is an absolute asset to your school. Very disappointed with the lack of availability for parents eve this year. Haven't managed to speak to anyone with regards to my son's progress this year. When I've contacted the school no one has got back in contact with me.
School uniform worn by the older years really does not set a good example for younger children, it looks terrible and really isn't giving a good impression of the school.
Since Covid I have been concerned about the rigour of the curriculum. My daughter has gone from a child who loved learning and was meeting/exceeding expectations to one who is coasting with no real desire to do well. I don't feel she is being well prepared for the transition to Upper School.
Staff don't answer emails and follow up things they were suppose to do.
The standard of behaviour at the school has dropped dramatically in the last 3 to 4 years. My child feels unsafe when moving around the school and has been knocked over on a number of occasions by children pushing and shoving. In class children seem to do what they like - chew gum, drink hot chocolate, swear and tear pages out of other children's books are all things my child has told me this term. They can't even go to the toilet without being intimidated by children gathering in groups in the toilets at break times.
There are not enough slots when booking parents evening. For the three years my daughter has been at Alameda I haven't been able to see the teachers that I have wanted to see due to core subjects booking up with limited spaces, which is very disappointing. Also my daughter often complains that the girls toilets have broken locks on doors, very dirty cubicles & no paper towels to dry hands on. Which I feel is unacceptable .
Discipline in and outside the classroom has dropped massively
Communication between form tutor and parents is poor.
I am glad my child is in his last year and we do have to deal with alameda anymore. Lack of communication, not receiving replies, bullying not effectively dealt with. It's been pretty awful during our whole time.
There's very little engagement with the parents and it doesn't feel like us parents have much say in the culture/environment of the school which our children attend. Definitely room for improvement in many areas.



The governors should speak to the children freely about the school or put a system in place where the children can feedback. I feel they will never know the true picture as the teaching staff there are so disillusioned that they are doing a great job. The things my children have told me that has been said to them is sometimes unbelievable but when speaking with other parents it is widespread and common. What I am told in parents evenings about how well my children are doing and how well behaved they are have not resulted in any 'reward' so they feel like 'what's the point' my children have been compared to each other and one child made to feel inadequate as they don't meet the expectations of their older sibling in 1 particular subject (this has happened in other subjects too)

Communication when there is an issue is awful - the recent ski trip communication has been handled very badly during a time of continuing change, no update is an update!

Handling of inter-personal issues in the classroom could be improved too - I raised an issue with another child exhibiting bullying behaviour toward my child. To this day I have never been informed of the actions (I know through my child only) luckily the child involved was upset by being spoken to many times and has since left her alone but I never received a reply from my email.

The other main issue is my well behaved children are always seated next to children who have their challenges, my children are treated like calming goats, whilst their needs and education is not met! I am glad I have a child who is ambitious and eager to learn that is leaving this year and I just hope that there is a 'wake-up' moment with the school for my other child to enjoy the remaining time there! Apologies this is long and probably not what you hoped to read but I am grateful for the opportunity to express my feelings. Good luck sorting it out!

Individually, I find the teachers are brilliant and supportive. As a school, there is no sense of effective leadership, demonstrated most keenly by the incessant, yet poor, communication.

Y6 PGL cancellation is a major disappointment.

Communication is there but often untimely.

General pupil behaviour is poor - our experience on the Y4 open day was appalling (Y8 pupils swearing and telling us not to choose this school cos it's f'in sh1t and full of bullies) - no sense of pupil pride in the school or concern for any consequence to their actions.

The sense my child has (backed up by anecdotes from friends' experiences of children being bullied/physically assaulted) that it's ok for certain children to behave badly 'because they have anger issues'.

A lot of emphasis is put on SEND kids. Not every child has a SEND, some just need a bit more help in certain subjects. My son was led to believe he was a failure, just because he needed a bit of extra help in English. No extra English support was available, instead he was put into the SEND room and asked to play board games with children who were younger than him. This has eroded his confidence and he now believes he's rubbish at English. In actual fact, he's really not that bad, it's just not his strongest subject. Mrs How has been helping, but she's the only teacher who has listened.

Other schools are back to normal post covid but alameda doesn't seem to be.

Would be nice if they had volunteers to help in the classrooms. Also a bit more about what is being taught.

I have very little sense of what progress she is making and what to support her on so think this needs improvement. The reports were a good insight but very one way comms.

Homework can be challenging especially on century tech as it does not give you something they have learnt already, which can lower confidence.

In general we and the kids are happy, but it feels like information is sometimes hard to get. Its also hard to see justification for retaining Edulink when any other platform we've used is better in most ways, including Google classroom. Another niggle - super lengthy emails home might contain important nuggets which are easy to overlook - these could do with editing for length and highlighting important dates and actions required.



I would like more focus on children who want to learn so they can develop and not be held back
Neither myself nor my child really knows where they are at in terms of their progress or what they are aiming for; let alone knowing exactly what it is that they need to do in English and Maths in order to reach their target. I think this could be more specific especially for the core subjects as currently it is quite vague.
I also think there needs to be a more robust whole school behaviour system in order to deal with low level disruption in the classroom as this is slowing down learning in some lessons at the school.
Special needs children to have more TAs on a one to one basis
My daughter was bullied previously at the school and there was very little support until I arranged to go in to the school and speak with someone the pastoral support is very lacking
I feel sometimes the communication on matters is not as succinct as it could be and leads to the school having complaints, I know it's a hard job but do listen to others who are unhappy and think sometimes this could be avoided.
The school has gone downhill in the last two years, communication is lacking, clubs are lacking. My child has become disillusioned and has checked out as it appears a lot of the teachers have! It's a shame as there are still some good teachers there and hopefully a new head will give the school a kick up the bum it needs.
My son used to love learning and was always thrived to be the best he possibly could and since attending Alameda his love of learning has gone and has no ambition to better himself. From talking to teachers at parents evening it has become clear that some teachers have little knowledge of the level of attainment at their lower school. This is very worrying!!!
I am not happy with the parents evening protocol. I could not speak to a single one of my child's teachers and have had no explanation for this
My children have gone from loving school to hating it. They are bored. It's not very interesting. Lots of maths and English. SATS are very pressurised which has made them anxious. There has been several investigations through the year around teaching staff's behaviour towards the children. I am surprised that Ofsted haven't been called. Counting down to when the children go to Redborne!
Disruptive children not being dealt with appropriately is a concern. For example being allowed to watch Netflix on a chrome book whilst the rest of the class works is not punishment for bad behaviour. Understandably we were unable to visit the school in person due to COVID, however that has now changed and that not having seen the school at all or met the teachers is difficult to help support your child's school life. Better transition in to year 5. With many coming from non-feeder school and also a lot smaller environments, Alameda is incredibly daunting and difficult to adjust too. More transitional time would have been better. Mixing with a lot older children is also intimidating so better understanding of younger children's emotions within this environment would have been beneficial. More support and encouragement for new students for clubs. Again many have come from different environments and find it harder to adjust than others. That doesn't mean they don't want to do clubs, it just means they are worried or don't have the confidence to join. Again more support with newer students around how they work, where to go, more nurturing and understanding etc.
Given the results and strengths of the feeder schools, one would expect the quality of teaching and results to be much better at Alameda. The school does have some amazing teachers, but has not tackled the disengaged and/or low quality teachers. Overall the communication from the school is poor, with



limited feedback throughout the year on how our children are progressing. I feel quieter children are lost at Alameda, with the focus being on disruptive or confident children.
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Our child in year 6 is yet to go on a trip, yet complex and higher risk ski trips are going ahead.
My child says he's doing ok at school but I don't see evidence of this and am worried about his education and personal development whilst at alameda
There is a culture where silent/excluding bullying takes place and peers acceptance of one another is not valued. Keeping students in one form for 4 years, especially after being in bubbles during Covid, has prevented children from getting to know others in the year group. I have not been impressed by the lack of monitoring of mental well being and I feel it is more important than checking progress being made in subjects.
Please change subject to actually guide kids to learn better not deal with changing kids gender and equality.
I don't like how the different systems are not joined up! So it looks like you haven't done something but you have!
Staff exist surveys were a great idea I never had one but a lot could be learned from why staff moved on. I didn't feel like I had control or the ability to move the school/ department forward due to a number of constraint some without the schools power and some not.
I don't see the point in written reports when school are in touch with me regularly about my child. Some of the behaviour my child talks about in school is quite shocking, and from their perspective the kids just 'get away with it, what's the point in being good!'.
I do not feel either of my children (one left last year) were pushed academically in the case of one, or in the case of my other easily noticeable issues picked up. The spelling program is poor overall and should be looked at. There is a overarching sense of poor "accessibility" to the staff at the school. SEND is an area of weakness. I have had several parents approach me for support on this area (I am a SENDCo). I feel again, the sense of openness and keenness to show support to parents is lacking. Behaviour management overall is vague. The new concept of "restorative judgement" is good, however it still appears to lack clear direction. The strategy of how behaviour will be encouraged, guided and supported should be a key post in how a school is developed. The school has the ability to thrive, currently I feel this is lacking. Through experiences of my and my sisters children it presents that this has been the case of sometime.
Sometimes I feel there is a lack of professionalism when talking/teaching the children. Homework is also not suited to my child. Online activities are not very motivational.
Thank you for all of the help the school has given my children
Parkside drop off needs sorting, it's a nightmare and let's the school down as it needs surfacing and spaces to stop some parents just stopping anywhere and flying round.
The school were incredible during the pandemic and thereafter. Understanding of our personal circumstances and supportive of my child and her mental wellbeing, Thank you!



When starting at the School, I ensured that every piece of uniform, PE kit, rugby, football etc. was purchased at some expense. It was not clearly explained that should a child wish to participate in extra curricular clubs involving the need for PE kit and on PE days, they did not need to wear uniform. I have nothing against this, however, I have expensive school shoes plus a lot of school uniform which is rarely worn as my child participates in something involving PE kit for the entire week!
I feel the school is underachieving. There are well supported, bright children and expectations should be higher. Happiness/ wellbeing is key but requires good behaviour /opportunity (extra curricular, PTA support/external visits/ and any additional staffing budget can accommodate for smaller classes) Students should want to succeed.
IGNORE ALL 'Covid' gene therapy promotions (they are not vaccines) and all future mask policies. Everything to do with Government Covid policies have been 100% lies and have affected my child's progress in education. This IS down to the Governors AND the Head. Decisions that have been made across the 'Covid' situation at the school have been ludicrous.
I feel there is inadequate staffing at lunchtimes. I do not feel the children are safe. There are too many incidents with bullying and children getting hurt. It's not acceptable!
My daughter loved school at Russell but since she has been at Alameda she has lost the love of learning, which is heartbreaking. I have absolutely no idea of how she is getting on at school, couldn't even get a slot for parents evening which is utterly shocking. There is never any information on edulink and hardly any homework. I really hope when we have a new headteacher we will see improvements.
Edulink feedback is sporadic and has been over course of 3 years. Reports are not very personal and not enough information on attainment or feedback on tests students have undertaken. Not being given homework in some lessons whereas other classes same year have. Recent parents evening was really good, great to get to meet and speak with teachers whom I felt knew my child. This makes a real difference in how involved I feel with the school.
Classrooms are very noisy and my daughter can find it difficult to concentrate
the school does send newsletter via email, but they always have an attachment which makes it hard to scan for pertinent info when on the go using a phone. I have to download the letter and often print the letter. If we are paying for a trip via scopay, can a consent be added to this process rather than print the form and return the slip?
The timeliness of an AMS newsletter is also an area that can be improved. Having children in different establishments locally I will get the communication from AMS after I have received it from other schools.
I rarely check edulink, as I am now confused as to what info is on edulink and what is on google classroom.
I feel that my children have not needed much extra (SEN, or bullied etc) so I don't feel that I can comment effectively on how well you do at these things.
Please do not level all the children in a class. Support those with better abilities and high potential as much as you support the children who are struggling. Don't let the children who can do more be complacent. Challenge them, support them as well to become a better version of themselves!



The system where the children are not put into sets makes it impossible for children to excel. They are held back by the less able in the group and expected to help the less able. The lack of homework along with the nugget revision set means the children can't extend their learning from home and they will get a huge shock when they move onto Upper School. My son has the potential to excel, yes he is not pushed. He isn't challenged and gets distracted because he is bored.
My child has been very happy at Alameda and I feel they did a great job through Covid with their on-line teaching efforts, well done Alameda Team.
We were very disappointed that PGL was cancelled this year, with very poor communications as to why. The school seems to be very inconsistent, with some amazing, enthusiastic and inspiring teachers, but others who don't inspire or enthuse my child. Communications are erratic and sometimes poor. PE clubs are excellent and the wide range is brilliant. Provision for high achieving pupils seems poor, my son is often bored, and talks about learning things he knows how to do already. Particularly in maths.
The communication is simply appalling. There seem to be too many admin/office staff doing different things and no one seems to know what the other is doing. The internal and external communication is dreadful.
Whilst I appreciate the school is fairly big, there is no personal touch. It feels like your child is a number, not an individual. I get the impression that every day is simply a "let's get through the day" day before dusting themselves off and starting again as a school unit. It comes across as a school team struggling to gel, not a cohesive partnership. It feels like pot luck with the better teaching staff and both my children have dropped back/fallen in their capability since starting. Comments around "there are too many children of different ability to be able to support this" when asking for my child to be challenged shouldn't even be a thought let alone spoken out loud! I'm hoping for a visible, modern leader in the new head, someone who can bring a team together. All I've heard from the current head - who my kids have seen once since sept as new joiners - is that parents mustn't point the finger of blame. Even her joining presentation to new parents had a slide on this. Madness !
The children and parents have missed out on a formal viewing because of covid, is there anyway a viewing for parents can be done now to look around the school. Also to meet some teachers? I know this maybe more difficult because of covid still but it really would help parents to familiarise themselves with their children's daily surroundings. I also wasn't keen on the zoom parents evening, and hoping that at some point we can move forward to meet teachers face to face - even if it is just their form teachers. I understand the problems we have because of covid and how much more difficult Covid makes things but everything is just so impersonal now. The last parents evening at russell lower for my other child was in school face to face with their teacher, so surely there could be away of doing this at Alameda - like I said even if it is just with their form teachers?
We have lots of uniform that is still good but outgrown. Maybe a school uniform sale/donations?
Some communications are last minute
Extremely disappointed with the failure to send Y6 on residential trip, especially following the missing out on Y4 trip as well. I feel they are important in developing independence and closer friendships.



The booking system for parents evening was terrible. I logged on promptly to book teacher slots and most of them had gone. I only saw our form and science teacher. There should be enough slots for all students. 10 mins should be a minimum for a form tutor and should automatically show when you log on. The fact we can't come into school and haven't seen any teachers ever, this was super important to make contact with all teachers my child has. This is only once a year and needs to be seen as high importance and organised better.

Clubs offered at lunch and after school for free are brilliant! A real variety so thank you.

access to extra lessons for core subjects for children who fell behind during covid

The parents evening booking system needs looking at, it is not fit for purpose.

Whilst I answered that my children feel safe at the school this is more because of my children's mindset rather than anything that the school is doing. I am extremely concerned about weekly reports of fights in the playground that do not seem to be broken up or dealt with. Even if children are not directly involved the impact of watching this behaviour is incredibly detrimental.

Also, again whilst my children have not been bullied I know of several children who have been, including several in my daughter's form and I am dismayed that the victims have had to leave the form rather than the perpetrator dealt with effectively. Alameda's poor response to bullying had been known to me long before my children attended, and I am disgusted that after all these years this has never been tackled.

Whilst communication did get better during lockdowns, and on the whole the school responded fantastically to the situation, before and since I have found the schools communication erratic, late, and unhelpful. On the day my daughter started Alameda her father left the family to move 200 miles away. I informed the school previously that this was happening to support my daughter and yet I did not get a response and it turns out the school did not even inform my daughter's form teacher.

The consistent message and reputation of Alameda is that if your child is fine and has no extra issues they'll probably be able to make it through, but if they need any extra support you're better off going to woodland This is why I said I don't know if I'd recommend Alameda as it would depend on the child.

I would like to end by saying that I have found Mrs Hill, Mr Stanley, Mr Henry and Mrs O'Grady to be outstanding teachers who my children have and I hope will continue to benefit from being taught by them.

The cancellation of PGL for Yr6 has been extremely disappointing as Woodlands are doing the full week trip and have a full week of activities for those not going. The reasons behind if not going ahead were flimsy and the communication awful. Still waiting for what's meant to be happening and will be extremely disappointed if it does not match or exceed Woodlands, Especially as the Ski trip seemed to be able to go ahead. I will be coming back to the Governors if not.



Following on from the comments above around face to face parents evening and personalised reports, I think it's really important that parents get a chance to visit the school and be part of the community. We still feel incredibly remote and it's hard to support your child when you don't really get a chance to discuss expectations and be part of the school. It feels like the fun has been sucked out of education at the moment, not just at Alameda, at Redborne and other surrounding schools also. The lack of trips, events, concerts, celebration assemblies etc. is so sad and is very much needed at the moment. The children are worked so hard and have to follow so many rules and regulations. This needs to be balanced with some fun! Now that covid restrictions are over, I think the school needs to introduce these types of events quickly. This brings me on to the decision to cancel PGL. I am struggling to understand the reasons given for the cancellation as I know of many other schools still continuing with their year 6 residentials, I don't know of any other school that has cancelled. The rest of society are continuing to live through covid especially now all restrictions have been lifted. To say that finances and attendance is a deciding factor is very unbelievable. Every parent I have spoken to is prepared to pay and had every intention of sending their child on this trip. This is the one affordable trip for most families, compared to the expensive ski trip that has still taken place. This was an incredibly important milestone for our children, especially as this year group has been hit so hard with the current pandemic. This year group started the pandemic in their last year of lower school and missed every part of being a leaver, and never returned to their school after March, it was heart breaking. They missed their bike-ability and numerous other extra-curricular events that year. Year 5 was also a complete right off, with 5JRO even missing their sports day again. I fully agree that those were unprecedented times and the schools had to act accordingly. However, PGL was being so looked forward to by many children. My daughter is absolutely devastated. This would have been a real celebration for them, a chance to boost morale, look after their mental well-being and give them a well-deserved break after their SATs. The way in which it was communicated was very poor as well as it was a very short email with no real explanation. I think the school should reconsider this decision for future year groups.

On a final note, my daughter is extremely happy at Alameda and has a great group of peers. She tells me she is happy in class and really likes her teachers. Let's just reintroduce some traditional school fun! Thank you

Very disappointed that PGL for Yr6 isn't happening. Especially as they missed yr4 and yet the ski trip went ahead.

Honestly - disappointed

It would be nice for younger children to have access to drama

I would recommend that new appointment of the next Headteacher priorities working with parents - this will ultimately reduce the workload for staff and leaders, and improve the reputation of the school.

We kept our child off school for 3 days due to an incident in class as our child was terrified of going back. From informing head of year on day one it took 6 days before anymore contact was made telling us what had been done despite us emailing & ringing over several days. At no point was our child ever asked about the incident. We requested a pastoral check in and this never happened either.

Was told one of our children was producing GCSE standard work in one subject & nothing was done to nurture this.

Community time to be used for supporting mental health - teaching our children strategies to deal with worries & anxiety etc. Much more emphasis & focus on their mental health threaded through daily school life & consistent positive encouragement & reinforcement from all staff.

I hear from my childcare that behavior both in and out the classroom is poor. Swearing is routine but nothing is done about it. Children feel intimidated in the playground. There is nothing to do in the playground. I hear from other parents that the school do not deal with bullying effectively. This worries me for my children.

The school has amazing potential.



Behaviour has deteriorated as has the standard of teaching (too much reliance on supply)
Positives - Communication of events, trips, etc is very good. The facilities within the school (science labs, kitchens, sports hall, etc) are fantastic. Form tutors are exceptionally quick to respond to messages. Negatives - Despite receiving an interim report for my children, I am not sure how well they are doing and if they need extra support in any areas. Break and lunchtimes are areas where my children do not feel safe, due to overly rough play, the potential for bullying and a lack of adult supervision. Although there are a good range of sports clubs available, these are not communicated to parents effectively and I would like to see a range of non-sports clubs too. There seems to be quite a number of disruptive students and discipline doesn't seem to be used effectively. My children read regularly but their records never seem to be checked and there is no feedback for homework.
Parents need to be invited in and involved in the Alameda school environment now covid restrictions have been eased this has not happened and the school commutation is awful
Concerns over the delivery and planning of the curriculum, are high achievers being challenged? tired of hearing from my son saying 'we made a poster today' not enough information on assessment in other subjects, lack of communication or lateness of communication. Disappointment in the cancellation of the PGL trip but the ski trip went ahead. Also the huge contrast between Russell Lower to Alameda in quality of teaching, student well-being, communication and student progress. We were obviously spoilt at Russell. The only real positive was the transitional year from Year 4-5 (COVID year). Mrs J Orange was an outstanding teacher for our son and if it was not her, our son's transition would have been very different.
Change of culture amongst certain teachers and senior leaders.
Enthusiasm for learning is driven from the top, expectations are high for big improvements going forward.

