



Self-Evaluation Framework

1 Summary of Overall Effectiveness	Judgement 1234 +/- : 2	Updated: September 2023	By: J Ross
The main reasons for choosing this 1234 are..... (if + or -, explain why)	Alameda Middle School is on a rapid journey of school improvement from its starting point in September 2022. Following Covid 19, Alameda lacked strategic direction. The school was without a headteacher for the summer term and did not return to full strength following the pandemic. Its reputation had taken a dip in the community and the systematic focus on teaching and learning was missing. The school was very well led by the two Deputy Headteachers during this time, but much of their work was, by necessity, reactive, rather than strategic. In September 2022, Jacqueline Ross joined the school as Headteacher. Since then, supported by a hardworking senior leadership team and a developing middle leadership team, numerous steps have been taken that have resulted in measurable improvements, particularly in behaviour and attitudes, the curriculum, communication with all stakeholders and leadership & management. The school is now focused on improving outcomes at key stage two and ensuring that the quality of education, driven by middle leaders, is <i>consistently</i> good or better. <u>Outcomes</u> GL tests (externally marked), and teacher assessments, exit data is above national expectation as measured against standardised scores in English, maths and science. Key stage 2 outcomes are below national outcomes in all areas. SATs tests are a measurement of four years learning and it is well-documented that pupils at middle schools, on average, have lower progress scores at the end of key stage 2 than pupils at primary schools*. A significant number of pupils were within 2 marks of the reading pass mark (11 pupils), which would have brought us up to 74%. With maths, 11 children were within 3 marks of the pass mark, which would have taken us up to 63%. However, even before the publication of the results, changes had been put in place to improve the quality of teaching and learning, particularly in Year 5. - English, maths and science to be taught by subject specialists in both Years 5 & 6 - Recruitment of well-qualified maths and English teachers - Appointment on a new Head of maths <i>*(Page 56 point 263 due to the age range of pupils at middle schools, pupils will only have attended a middle school for a short time before they take their key stage 2 tests and will still have a number of years left at the school. Inspectors will take this into account when comparing pupils' results to those of schools that start educating their pupils from the beginning of key stage 1).</i>		



	Alameda 2023 (2022 figures)	National 2023 (2022 figures)
Reading	68% (76%)	73% (75%)
Writing	71% (70%)	71% (69%)
Maths	57% (73%)	63% (71%)
SPaG	69% (65%)	72% (72%)
RWM	46% (59%)	53%

School priorities for this academic year are:

- To ensure outcomes in maths meet or exceed national levels
- To address the imbalance between the attainment of boys and girls
- To evaluate the curriculum, ensuring that it is ambitious, coherently planned and sequenced towards cumulatively sufficient knowledge
- For all teachers to take responsibility for the standard of pupils' reading, writing and vocabulary
- To promote good behaviour by rewarding positivity, good choices and celebrating a thirst for knowledge
- To embed a whole-school culture of continuous professional development

We would also like to become more sustainable: reducing waste and caring for the natural environment.

Sub judgements

Quality of Education: 2	Behaviour & Attitudes: 2	Personal development: 1/2
Leadership & management: 2		

What is it like to be a pupil at this school?

Pupils are happy at Alameda Middle School. They speak positively about their teachers and their learning overall. They enjoy the range of subjects that they study and the opportunities they have for leadership e.g. sports leaders, student council, Junior Leadership team, math buddies. They particularly enjoy science, cooking, PE, DT and art.

Pupils appreciate the wide range of extra-curricular opportunities they have at Alameda. PE is a strength.

Poor behaviour in the school is occasionally mentioned by pupils, however, when asked, this is mainly in unstructured times e.g. corridors and lunchtimes. Pupils have noticed a difference this year compared to last and see that the new behaviour policy is having a positive impact and there are now clear consequences for poor behaviour.

Pupils with special educational needs are supported well within the school. Their needs are well-known to all staff and reasonable adjustments are put in place to support those, particularly pupils with high needs.

Pupils with social/emotional needs are well supported by a dedicated pastoral team.

NB. SLT have conducted pupil voice across all year groups in all subjects. A pupil survey received 564 responses. SIP visit June 2023 included KS2 and KS3 pupil voice.



2 Quality of Education	Judgement 1234 +/- : 2	Last revised: September 2023	By: J Ross
Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	Teaching and learning should be at the heart of every school. Following Covid, this was not the case. As a consequence, the quality of teaching and learning was not 'driven' at Alameda and as a result, there was a level of inconsistency across the school - between subjects and between teachers; however, this is rapidly being addressed through a focus on subject leadership (e.g. RE, drama, food & nutrition), subject meetings and curriculum mapping. There is some truly outstanding teaching, but, at the start of the academic year 2022, there were too many instances where the classroom was too focused on the <i>task</i> rather than the <i>learning</i> that should be taking place. (e.g. use of word searches, making posters or silent reading at the beginning of a lesson). This has been addressed. Teachers now consistently focus on retrieval (there is a 5-minute 'do-it-now' task at the beginning of each lesson. Teachers are guided to consider the following questions: ○ What are the students learning? ○ Why are the students learning it? ○ How will I know that they have learned it? ○ What will I do if they have not learned it? Leaders' monitoring did not resume fully after the pandemic, neither did the cluster/curriculum work with Redborne. A full monitoring schedule, including formal lesson observations, was published in the Teaching and Learning handbook 2022. Curriculum leaders are now in a position to analyse the strengths and areas of development for their subjects. Regular curriculum cluster meetings take place with the lower schools and Redborne to make sure that our key stage 3 curriculum prepares the pupils with the knowledge and skills they will need for their GCSEs. Recent examples of this include English, science and MFL. Curriculum work is now consistent, although not uniform. Some subjects are further ahead in their curriculum design as new subject leaders have been brought in to music, RE, drama, MFL and cooking and nutrition. The curriculum in maths is well-developed but is being adjusted to make sure that lower key stage 2 content is being revisited and embedded into the pupils' long-term memory. Current curriculum development in English includes revisiting some Year 5 SOW and a review of the novels that we are teaching to ensure that they are ambitious. SOW were re-written last year in science with a focus on common misconceptions. Design technology, art, MFL and PE are all areas of ambition and strength. Prior to 2022, religious studies was taught as part of the values curriculum. A newly-appointed dedicated subject leader has been assigned to raise the overall standard of teaching and learning; this is in its infancy. The subject lead for computing was on maternity leave for the vast majority of the year and has since resigned. Recruiting a qualified computing teacher continues to be challenging. Drama is being introduced as a standalone subject from September 2023. Recent auditions for Mathilda the musical attracted well over 100 pupils. Homework is now set in all subjects: maths, English and science weekly; foundation subjects half-termly. Since September 2022, subject leaders have written curriculum overviews which articulate: ○ What is being taught ○ How this links to prior/wider learning ○ How it is being taught I, e. pedagogy ○ How learning is being assessed		



- How SEND/vulnerable pupils are being supported
- Where the challenge is in the lessons

- The curriculum has been updated on the website and shared with parents (termly)
- All teachers have a formal lesson observation (autumn term)
- SLT and subject lead learning walks have been resumed and are scheduled in the T&L handbook
- Upper school cluster meetings have resumed
- Internal moderation has taken place (English, maths)
- External moderation has taken place (key stage 2 English)
- Assessment has been introduced in foundation subjects
- All homework is being set on Edulink (from January 2023)

In January, CPD sessions took place on adaptive teaching, retrieval practice and building positive relationships (Inset January 2023). Senior leaders with line management responsibility have evaluated and RAG rated their subjects based on lesson observations, book looks and pupil voice.

Senior Leadership roles have been reshuffled. There is now a lead for Teaching and Learning and a newly appointed associate has been promoted to lead on behaviour for learning. Reliance on unqualified teachers has been reduced.

The school has a lower than average number of pupil premium students on roll (87 pupils. 12%). The emphasis is on quality first wave teaching (in line with research conducted by the EEF). Teachers know their pupil premium learners and careful thought is given to their learning styles and where they are positioned in a classroom. Teachers, (particularly in core subjects), are approaching pupil premium learners first to see if they understand the task set or need support to complete it. Pupil premium students are targeted for questioning. Where possible, staff are removing barriers to learning; providing equipment and resources where necessary. Data shows that gaps between PP students and non-PP students still exist. The individual outcomes of PP students are analysed and PP students currently targeted as EXS but currently forecast as WTS will be the target for interventions.

Strengths....

Our strongest features and the improving areas are....

- English
- Reading
- Maths (key stage 3)
- Humanities (leadership of)
- PE
- DT
- Art
- MFL
- The individual needs of pupils with SEND are well known
- TAs are timetabled appropriately and are skilled in supporting their students



Priority actions.... To reach the next grade or to continue to be outstanding we need to....	• Continue to address weaker/non-specialist teaching where it exists • Develop a coaching/buddying culture • Ensure that all curriculum leaders have reviewed their curriculum sequencing and can answer the questions <i>what is being taught</i> and <i>why now?</i> (Line management meetings) • Ensure that Year 5 teaching is rigorous enough to prepare pupils for Year 6 SATs. • Support teachers with their subject knowledge where they are teaching outside of their subject specialisms through quality CPD. • Continue to reduce the dependency on unqualified teachers. • Review the marking & feedback policy. • Assess and improve the quality and quantity of marking and feedback. • Monitor and evaluate the effectiveness of homework in all subjects
Coverage aide memoire: content, coverage, sequencing, knowledge & skills, KS3, subject expertise, use of assessment, 'knowing more & remembering more', fluency, reading, achievement (results), readiness for next stage, SEND, disadvantage, EBacc,	

3 Behaviour & Attitudes	Judgement 1234 +/- : 2	Last revised: September 2023	By: J Ross
Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	Behaviour and attitudes are improving rapidly. Generally, pupils and staff have a really positive view of their school and recognise that it is an exceptionally good place to live and work. The natural environment is wonderful and the resources and facilities in school are excellent: beautiful fields, refurbished sports hall, three refurbished science labs, a modern food tech room, dedicated art and DT spaces and all classrooms benefit from up-to-date IT, including readily available chrome books. Pupils have a full curriculum of arts, sports, languages, humanities and specialist English and maths teachers. On top of clubs, there is a wealth of extra-curricular that brings the school to life and brings the school community together e.g. the Fun Run, staff pantomime, house dance competition, dance and drama shows, music concerts, Careers Cafes etc. The overwhelming majority of pupils are polite and respectful. Where the quality of teaching and learning is good or better, the behaviour in lessons is good. Where there are occurrences of poor behaviour, these are often as a result of pupils' SEND needs, or less-than-good teaching (weaker teaching, cover lessons, supply etc), which is being addressed. A new behaviour policy was written in the autumn term 2022, which brought in sanctions for poor behaviour, where previously there had been an entirely restorative approach. Pupils, parents and staff have fed back throughout the year that there is a 'palpable shift'. Embedding this policy is the next stage, constantly reminding all staff that it is a whole school approach and that we <i>all</i> must consistently 'sweat the small stuff'. On June 8th Robin Launder (The Behaviour Buddy) led an excellent two-hour whole-staff twilight session. From this, we have introduced some additional non-negotiables: ○ Lining up ○ Desks in rows (or horseshoes) ○ Seating plans boy/girl ○ Shared terminology (100%) ○ 5-minute, silent 'do-it-now' task		



The majority of poor behaviour takes place during unstructured time - during breaks and lunch times. The site itself presents very real challenges in terms of its boundaries, its nooks and crannies and its layout. We have already made some changes to the way that unstructured times are supervised. SLT are regularly visible in the playground, quad and in corridors. Some toilets have been made out of bounds during breaks and lunchtimes and this has significantly reduced the vandalism of the toilets. From September 2023, key stage three lockers have been removed, to open up the corridors and reduce 'hiding' spaces. Lunchtime will be reduced by ten minutes and a five-minute 'movement' break added in between (some) lessons to create a sense of calm as pupils move around school and let teachers get to where they need to be ahead of the children.

Lesson monitor has been purchased and registers will be taken to promote good timekeeping.

The emphasis for 2023-24 will be on promoting and celebrating good behaviour, making sure that rewards are given out regularly, fairly and consistently.

A small minority of pupils with SEND display violent and dangerous behaviour when they hit crisis point. Often, there is no warning for what triggers the challenging behaviour, but this can be dangerous and harmful to both staff and pupils. These pupils are well known to the SENDCo, teaching staff and the TAs who support them. Adequate supervision is in place and reasonable adjustments are also in place to support each individual (e.g. leaving lessons slightly early to avoid a sensory overload; time out; extra cooking lessons; Seeds of change; ear muffs; separate spaces to play). With very little external support available from Central Bedfordshire, their behaviour is managed as well as is possible within a mainstream school environment and with the funding that is made available.

Assemblies and Monday morning check-ins are used to teach the pupils what the expectations are (e.g. behaviour assembly; what is and isn't acceptable behaviour). Alameda is a values school: the values are clearly displayed and referred to in our rewards system (values postcards) and shared in values assemblies which take place weekly.

Gradually, across the year, displays have been replaced using the Alameda colours of red, amber and black. The aim here is to encourage a sense of pride in the school and a sense of belonging. There is also a focus on litter and caring for the beautiful environment in which we work and learn.

There have been no PEXs and suspensions are low (8 during the academic year 2022-23).

Attendance historically has been in line with or above national average, however in line with the national picture, the effects of COVID are still being seen. There are many contributing factors; a greater number of children with anxiety issues; parents being able to work from home; and children with less resilience.

Nationally, parents are being urged to get their children back to school. Over the last academic year, 22.3% of pupils in England were persistently absent (compared to 10% pre-pandemic).



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

Throughout, Alameda's percentages are better than the National figures in all categories, except for those eligible for free school meals, where the National figure is 11.4% and we are 11.79%, the difference being 0.39%

Our aspirational target of 97% attendance will remain.

We will continue to work with pupils and parents in order to improve attendance figures across all categories.

Strengths....

Our strongest features and the improving areas are....

- Positivity of pupils for their learning and the wider life of school
- Stakeholder support for the new behaviour policy
- Strong attendance officer

Even Betters....

To reach the next grade or to continue to be outstanding we need to:

- Refine the systems for capturing allegations of bullying, harassment and discriminatory behaviour
- Increased focus on positive behaviours
- Within the national context, further improve attendance
- Reduction in the number of lates
- All staff *consistently* apply the non-negotiables (e.g. greeting students at the door; supervising corridors etc)
- Improve the uniform
- Reduce staff negativity where it exists

Coverage aide memoire: consistency, respect, environment, dealing with bullying & harassment, self-control, support, high expectations, routines, improvements, attendance, pupils' attitudes, FTE & permanent exclusions, relationships, safety, leaders' actions, dealing with discriminatory behaviour



4 Personal Development	Judgement 1234 +/- : 1	Last revised: September 2023	By: J Ross
Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	There is a genuine commitment at Alameda to develop the 'whole child'. Pupils are lucky to come to this school and have the support and opportunities that are made available to them. <u>Curriculum</u> Values lessons are well planned and delivered by a range of teachers. Lessons follow the guidance of the PSHE association and help to develop pupils' characters. The topics discussed are designed to make pupils think about themselves and their role in school and the wider community. For example: being safe; understanding their feelings and those of others; understanding and celebrating diversity (including gender identities, disabilities and ethnicities); online behaviour and risks; what makes good relationships etc. Healthy living and mental wellbeing are included in the PSHE curriculum. Economic health is introduced in Year 7 and built on in Year 8. The statutory guidelines for RSE education are followed. The wider curriculum supports what is taught in discrete PSHE lessons. For example, healthy eating (science); understanding, acceptance and tolerance (Stone Cold, Year 8 English); Year 7 geography development unit; parliament and voting (Year 8 humanities). <u>Assemblies</u> Weekly, values-based assemblies are led by members of the senior leadership team, year leaders and external visitors. We value assemblies as the time that the year group come together as a whole. Key messages and values are shared and we use this time to teach children how being a good citizen manifests itself. Some examples of our assemblies since are: • Growth mindset (the power of 'yet') • What constitutes good behaviour • Appreciating differences and disabilities • Charity and supporting those in need (external) • Mental health wellbeing (Kooth) • Bullying v. banter • Anti-bullying (students) • Cyber-bullying (St Giles) • Resilience <u>Check-in</u> Monday morning check-in is used to explore and discuss life in school, our community and the world at large. It is also a useful reminder about our expectations and how to stay safe. <u>School environment</u> We believe that the school environment should create a sense of pride, safety and belonging, supporting some of the key messages shared in lessons and assemblies. A lot of work has gone into the environment in the last year: - • Refurbishment of the library • Refurbishment of the staff room		



- Removal of traffic from the site
- Removal of footballs at break time
- Consistent displays across the school (using the Alameda colours)
- Removal of the lockers

There is now a good level of consistent messaging from classroom to classroom.

- The rewards and sanctions poster visibly remind pupils of our expectations.
- The use of the 'everyone is welcome poster' clearly states that everyone is equal
- The growth mindset poster ('yet') underpins our belief that it is acceptable to fail and that failing is a part of the process of success.

Student Leadership

Leadership is encouraged throughout the school: via the school council, sports leaders, maths buddies, playground buddies and public speaking (remembrance, open evenings, community events) etc. For the academic year 2023/24, we have introduced a Junior Leadership Team consisting of pupils in Year 8.

We actively encourage representation from all groups, including those with special needs and those who come from different or disadvantaged backgrounds. Last year, we expanded the size of the school council to ensure that minority groups were represented.

Extra-curricular

There is a vast array of extra-curricular opportunities for pupils within Alameda. These include, but are not limited to: chess club, eco club, dungeons and dragons, Pokémon club, gardening club, dance club etc. The school has excellent sporting facilities and a strong reputation for sporting success. The PE department work hard to facilitate a lot of clubs and fixtures: running club, rugby, football, dodgeball, athletics, rounders, cricket, handball etc. There is a strong commitment to the arts from the Headteacher and we are fortunate to have expert art, dance and music teachers. A teacher of drama was recruited in January 2023 to strengthen that commitment. Currently there are a range of music and dance clubs (e.g. choir, bands, keyboard club). Key stage 2 & 3 drama clubs have now started and a musical is planned for the winter of 2023.

Pupils with SEND are actively encouraged to discover their interests and talents, for example through Stable and Wild, gardening club and extra cooking lessons. They are very well supported by a strong team of LSAs, who work sensitively with pupils on a 1-1 basis or in small groups.

Moving forward, there is a commitment to track attendance at extra-curricular clubs, trips and visits on Edulink. This will allow us to track the take-up of extra-curricular activities and identify those pupils who are not partaking – particularly those who are disadvantaged or have SEND – so that they can be targeted and encouraged to take part in enrichment opportunities.

The annual Fun Run and Remembrance service (both of which take place in the community) are opportunities to develop pupils' sense of pride, enjoyment and sense of belonging to their wider community. Behaviour at these external events is exemplary.

Outside of the school day, pupils' confidence, resilience and independence are developed through school trips and visits. There is particular focus on residential trips that involve team work, problem solving and 'giving things a go', along with the challenges of being away from their normal environment. Day trips generally support and enrich the curriculum, providing opportunities to experience 'culture'. (e.g. A Christmas Carol production; Harry Potter World; ladies' football at Wembley).



	Competitive sport – a strength at Alameda – provides opportunities to build confidence, resilience and working as a team; fostering a good attitude to sport and showing the school values. <u>Careers</u> There has been a renewed focus on careers since September 2022. For example, there is a ‘career of the week’ slide in Monday morning check-ins which gives an overview of the salary, qualifications and pathway needed to access that career. The profile of careers has also been showcased in displays around the school, for example in ICT and English. A logo has been developed with the idea of including this across the curriculum in lessons where a careers link falls naturally. This is yet to be fully embedded. A Year 8 Careers Café and a Year 7 Careers Café have been held this year. Parents with diverse careers have shared their pathways, roles and responsibilities within the workplace. The aim is to broaden pupils’ horizons and introduce them to careers that they might not previously have thought of. The maths department dedicate a week to careers in the summer term. A Compass Careers Benchmark is completed at the end of each term. We meet benchmarks 1-7 (75% or above). As a Middle School, we do not need to meet Benchmark 8.
Strengths.... Our strongest features and the improving areas are....	• Values and values assemblies • Monday morning check-ins • Range of opportunities available to all pupils • Personal development being embedded throughout the curriculum • PE • Specialist arts teachers • Commitment to the arts • Pastoral support • Leadership opportunities
Even Better.... To reach the next grade or to continue to be outstanding we need to:	• Seek more opportunities to work with local external providers • Monitor the take-up of extra-curricular activities offered by the school • Actively encourage pupils from disadvantaged families and those with SEND to take part in extra-curricular opportunities, including residential trips
Coverage aide memoire: opportunities, extra-curricular, take up of provision, coherently planned experiences, character development, SMSC, resilience, pastoral support, healthy lifestyles (physical & mental), preparation for life in modern Britain & fundamental British values, equality and diversity, respect for difference, responsible respectful active citizens, Gatsby benchmarks	



5 Leadership & Management	Judgement 1234 +/- : 2	Last revised: September 2023	By: J Ross
Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	Safeguarding is effective (see CBC safeguarding audit). All members of the school community (including governors) understand the importance of safeguarding and know how to report concerns, however minor. Safeguarding concerns are followed up swiftly so that pupils and families get the support they need. All staff are well trained including: • KCSIE (part 1) • Prevent training • Equality & diversity • Online safety • GDPR • Cyber security Staff are updated via a fortnightly safeguarding update. Governors understand their responsibility for safeguarding and ensure that it is undertaken effectively. Under the new leadership, the school has been thoroughly evaluated. Leaders, including governors, the SLT, year leaders and subject leaders now have a good understanding of the strengths of the school and the areas that require development. Governors take an active part in visiting the school and have an up-to-date, working knowledge of safeguarding, SEN, Pupil Premium, Teaching and Learning, and wellbeing. Governors completed a governance review (January 2023). Governors ensure the school fulfils its statutory duties. CBC conducted a formal SATs monitoring visit in May 2023 which confirmed the rigour with which we conduct public examinations. There is renewed energy within the school and a vision for providing a consistently high quality of education in every sense of the word. Middle leadership was strengthened during the last academic year. Next steps in driving school improvement include: - • Restructuring the senior leadership team, appointing a T&L lead and establishing a T&L team • Introducing coaching partners to share good practice and drive further improvements • Focusing on the core non-negotiables: meet & greet; 100% rule; 'do-it-now'; displaying the 5 literacy words; environment • Adapting teaching to support all learners • Addressing underperformance All teachers are actively encouraged to take part in quality CPD and this is articulated in the Teaching and Learning Handbook (p. 20) and through briefings, line management meetings and training days. A CPD target has been added to the performance management targets and all teachers are expected to 'undertake additional CPD termly'. This can take the form of reading a book/blog, working with another school or quality external CPD. Alameda has a whole-school membership with the National College. Three unqualified teachers were supported in gaining QTS The School Business Manager completed the Chartered Manager Degree Level 6		



Six teachers are currently enrolled with the new NPQs as follows: -

- NPQSL (x3)
- NPQLL
- NPQLBC

Other examples of CPD include maths for non-specialists and mastery maths (Enigma Hub working with NCETM). We would like to see this grow.

ECTs are well looked after. They benefit from a reduced timetable and have an induction tutor and a mentor.

I have just finished reviewing the ECT end of year reports for your six ECTs. I just wanted to commend Julie for the excellent quality of the reports, which are highly personalised and very clearly evidence the progress the ECTs have made. It is clear too that she has encouraged the ECTs to be reflective. Sadly, a lot of ECTs don't take the opportunity to comment on their own progress and experiences, so it was a real pleasure to read the comments from the Alameda ECTs. (School Improvement Team, CBC)

Staff wellbeing is taken seriously. All staff have access to SMART clinic which provides medical and counselling services. Staff are shown appreciation weekly in the form of thank you cards and senior leaders make decisions that support their work/life balance where appropriate.

Some initiatives to consider staff wellbeing include:

- Additional time given to year leaders (from January 2023)
- Staff given additional time when they have deadlines to meet (e.g. subject leaders' curriculum work December 2022)
- Additional time given to Associate Assistant Head
- Individual requests considered
- Supporting staff with the burden of prolific emails from parents
- Evaluation of meeting time for Year 5 teachers
- Offering all staff members the option of one day's unpaid leave

Relationships with parents declined post-Covid. This is reflected in the results of the parental survey which took place in the summer term 2022. In that survey a number of areas were identified as needing attention: behaviour, communication, high expectations. Although it will take some time to fully change this perception, improvements can already be seen. A regular Parents' Forum has been added to the calendar. Parents were asked to vote on whether to hold parents' evenings online or in person. The parental survey was repeated in the summer term 2023 and statistically illustrates the improvements that have been made (see parental survey). Year 7 parents' view of Alameda is noticeably lower than the perception of other parental groups (current Year 8). Consequently, parents were invited in to an Information Evening on 7th September. Feedback from this has been positive.

*I would like to say a big thank you for Thursday's meeting. I left with complete confidence... **September 2023***

*I just want to say a big thank you for the year 8 meeting last night - I felt it was a really positive one. Already my child has noticed a positive change in the last 2 days. Here's to a happy last year at Alameda! **September 2023***



	<i>I am sorry to disrupt your weekend but I wanted to take the time to thank you for the opportunity to attend the Y8 meeting last Thursday. It was refreshing, despite the weather, to hear such an honest and frank presentation where not only did you address concerns but were direct about parent involvement! I did not complete the questionnaire at the time as we were new parents and felt it unfair to comment, however having listened it was clear that you are passionate and driving the school in the right direction. We have been impressed with apparent changes and understand it is a journey and will take time! September 2023</i> Improved communication is already having an impact. <i>I am so delighted to have you as the new head of Alameda. Everything that was not quite right about the school you have looked into quickly and there is a palpable shift in attitudes and behaviour amongst the kids. December 2022</i> <i>Thanks for arranging and delivering an eye-opening presentation last night at Alameda school.; I have learnt a phenomenal amount. I have looked at the resources at the safeguarding space on the Alameda website and looked at a couple of resources for my tool kit which you informed us about last night - I will use these to keep my daughter safe online with continued discussions on the topic at home. December 2022</i> <i>I've been very impressed with your early commitment to raising standards, and appreciate how you have communicated this to us as parents and carers. I am sure that staff and children will benefit enormously from your leadership. October 2022</i> <i>I attended the parent forum this evening and I just wanted to say thank you for being honest and for also wanting to make a difference. I came out of the hall feeling very positive about the changes you are hoping to put in place and feel you really want to make a difference to ensure the children are getting the best education possible.</i> <i>As mentioned at the meeting I have already seen a difference in the way my son is feeling about school this year and this is very positive. Thank you for your ongoing hard work, we really do appreciate it. October 2022</i>
Strengths.... Our strongest features and the improving areas of our outcomes are....	• Strong, skilled and supportive governing body • Safeguarding • Support for workload and staff wellbeing • Capacity for improvement • Drive and ambition of the Headteacher • Support and development of ECTs • Internal promotions
Even Betters.... To reach the next grade or to continue to be outstanding we need to:	• Distributed leadership • Measuring the impact • Improved performance management processes
Coverage aide memoire: safeguarding (identify/help/manage), professional development, workload, support from leaders, ambition, values, inclusivity, parent & community& local services engagement, protecting staff from bullying & harassment, effectiveness of governors/trustees, statutory duties (eg Prevent), capacity for improvement	



School Context	Revision date: September 2023		Author: J Ross		
Students Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions.					
		Total			
	Year 5	189			
	Year 6	171			
	Year 7	181			
	Year 8	185			
	Total	726			
	50% boy/girl split 87 pupils (12%) are pupil premium 153 pupils (21%) are on the SEN register (National 16%) 2.6% have EHCPs				
		Stage 1	Stage 2	EHCP	
	Year 5	22	14	4	40
Year 6	22	4	5	31	
Year 7	30	13	6	49	
Year 8	21	8	5	34	
Totals	95	39	19	153	
Staffing Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence, extent of supply cover.	- SENDCo - Year 8 Lead - Long- term absence - Challenges in recruiting a suitably qualified computing teacher				
Other features Any unusual organisational features of the school. Any other issues which affect your school but which are largely outside your control. This may include contextual information relating to Covid-19 absence rates or remote learning provision.	N/A				