



Key Actions

1. Improve standards of behaviour across the school	2. Establish consistent principles of teaching and learning across the curriculum
• Rewrite the behaviour policy to include recognitions & sanctions whilst maintaining a restorative approach • Train all staff on the new policy • Establish behaviour as a whole school priority • Share the behaviour expectations with pupils in assemblies • Follow up key messages in form time • Allocate behaviour roles to each member of SLT (e.g. systems (PHe); SEND (LFo); restorative (JBa); teacher support (DLe); form tutor messages (His)) • Share the policy with parents • Whole staff training on ADHD & ASD so that all staff are aware of the needs of specific pupils • Training for ECTS/those who need the most support with behaviour management • Create an internal isolation space • Introduce end-of- year awards ceremonies to replace celebration assemblies for years 6, 7 & 8	• Complete a full round of lesson observations to establish whole school strengths and areas for development (by Christmas 2022) • Match individual teachers to observe each other in order to share good practice • Develop an Alameda T&L framework, alongside teachers, linked to the agreed Alameda teaching principles – adaptive teaching/Rosenshine's/metacognition/growth mindset? • Reflect and share at meetings, INSET days, training sessions etc • Train all staff in the Alameda non-negotiables, monitor and give reminders regularly (e.g. in briefing, training days etc) • Review the setting of homework (quality and quantity) • Encourage independence (e.g. five minutes independent work; homework; 3b4me) • Full review and audit of the curriculum map. Does it meet national expectations? Is there sufficient challenge? Does the curriculum enable pupils to know more, remember more and do more? • Curriculum development: - do Year 8 options prepare students for Year 9/KS4? Development of The Arts subjects. • Identify CPD requirements for curriculum leaders • Core target stickers to be in the back of all exercise books in all years in all subjects • LAC sheets to be in the front of all exercise books • Consistent displays across school by the summer term (the Alameda colours; growth mindset; diversity; English and maths; behaviour ladders) • Link appraisal to specific teaching expectations
3. Develop our KS2 maths provision so the majority of children meet or exceed national levels (Target: - 89% EXS. 33% GDS)	4. Embed a culture of reading across the whole school
• Leaders review and change the maths curriculum to ensure that it is sequenced coherently and that opportunities are built in to help pupils to remember the content they have been taught • Year 5 teachers in particular are monitored and supported to raise attainment at the end of Year 5 • Maths teachers to implement tailored interventions as appropriate • Teaching Assistants are trained to deliver quality maths interventions	• Whole school read, three times a week (DEAR) • Recruit an internal LAC/Reading coordinator to promote reading and introduce further reading initiatives • Effective use of AR to monitor the quality, quantity and progression of reading • Celebration of reading achievements (e.g. Reading Millionaires) in displays/assemblies/awards ceremonies • Engage with Giglets (CBC)



- Suitable maths homework is set weekly in all Year groups. Monitored by Head of KS2 maths
- Head of KS2 maths to identify opportunities for embedding maths knowledge in form times and identified curriculum areas (e.g. measurement in DT; graphs in geography)
- Effectively use QLAs to quickly identify maths gaps and intervene
- Promote the love of learning and support identified pupils through Year 8/Year 6 peer mentoring
- Visit local schools with stronger KS2 results to inform best practice

- Put in place suitable interventions for the lowest 20% of readers
- Promote adult reading in school
- Modernise the library
- Provide incentives to encourage further reading

5. Increase SEND expertise and a consistent approach to provision

- Recruit a suitably qualified SENDCo
- Invest in meeting time and quality CPD for the TA team
- Ensure the TA team is fully staffed
- Develop the SEND 'safe' spaces within school
- Whole staff training on ASD and ADHD
- Whole school training on scaffolding (QFWT)
- Supply dyslexic pupils with coloured books/paper/resources
- Establish SEND 'non-negotiables'
 - *Background of all slides to be pastel*
 - *Print out power points for pupils with SEND (as appropriate)*
 - *Adapt power points to avoid text heavy content*
 - *Print out power points for teaching assistants*
- SEND pupils will be encouraged to take part in the wider life of the school

6. Develop systems of communication with all stakeholders

- Review and evaluate the current systems of communication e.g. Edulink, SIMs, Century
- Introduce targets and forecasts for foundation subjects which are reflected in reports and shared with Governors
- Review homework across the curriculum
- Headteacher to write a regular newsletter to parents (at least twice per half term)
- Headteacher/SLT Parents' Forum to take place five times a year
- Maintain Year 5 celebration assemblies
- Introduce end-of-year awards ceremonies for Years 6-8
- Review the website for the quality of information and ease of use
- Termly school newsletter
- Improve the proof-reading of all communications home to avoid inaccuracies
- Monitor the use of Group call to avoid an overload of communication
- Make curriculum summaries more user-friendly and send home termly (Spring term start)
- Welcome parents into school for key events (MacMillan Coffee morning; bring your adult into school; concerts etc)
- Support and encourage the school's PTA



Anticipated Impact

1. Improve standards of behaviour across the school

The school will have high expectations for pupils' behaviour which are commonly understood and applied consistently and fairly	Fewer instances of poor behaviour are reported (on Edulink)	Increased sense of pupil pride in being a part of Alameda. Pupils' attitudes to their education and engagement with the school will be positive	Increased staff morale	Reduction in parental complaints
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2. Establish consistent principles of teaching and learning across the curriculum

Alameda principles will be consistently evident throughout subjects and year groups	Leaders will have a detailed, evidence-based understanding of the quality of T&L and areas identified for improvement	The curriculum will be fully reviewed and in line with national expectations	Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well	The learning environment will be improved with consistent messaging throughout
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3. Develop our KS2 maths provision so the majority of children meet or exceed national levels

KS2 SATs targets will be met or exceeded	Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age	Basic skills errors will be less evident, leading to more proficient mathematicians and increased attainment	Maths curriculum will be well planned and interleaved	TAs trained to deliver effective maths intervention (including in-lesson support) to ensure that gaps in pupils' knowledge is addressed
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4. Embed a culture of reading across the whole school

Reading results in KS2 (SATs) and KS3 (GL) will supersede national averages	100% of Alameda pupils will engage with Accelerated Reader	The lowest 20% of readers will show measurable progress as a result of interventions (AR, GL etc)	Pupils read widely and often, with fluency and comprehension appropriate to their age.	A reading culture will be visually evident throughout the school, in classrooms and corridors
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5. Increase SEND expertise and a consistent approach to provision

The attainment gaps between SEND pupils and non-SEND pupils will reduce	Parents and carers will feel involved in the support that is offered to their children	Pupils with SEND feel supported with their learning and in all aspects of school life	Teaching assistants will be effectively deployed	The overall quality of teaching will improve (assess, plan, do, review)
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6. Develop systems of communication with all stakeholders

SLT are able to better monitor the quality, quantity and consistency of homework	Governors feel better informed in key areas (e.g. academic performance/instances of bullying etc)	Statistical positivity from parental survey (when compared with 2021/22)	Fewer complaints	Increase in positive emails
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