



**Khalsa**

VA Primary School

**Self-Evaluation Form**

**July 2023 update**

*together we shine*

## Khalsa Self Evaluation 2023 - 24

### Overall Effectiveness: Good

### Quality of Education: Good

Strengths	Next Steps
<ul style="list-style-type: none"> <li>The quality of teaching is at least good with several outstanding teachers.</li> <li>The processes for sharing best practice, self-reflection and improving practice in a collaborative way have led to improvements.</li> <li>A range of strategies used across the school e.g. in questioning, mean that lessons are increasingly challenging, interactive and inclusive for all learners.</li> <li>The curriculum is designed in a way which emphasises specific knowledge and skills.</li> <li>Progression of skills and knowledge in all subjects has been clearly mapped out across the school.</li> <li>A curriculum which is tailor made for the school's needs is in place; teachers have been a part of the process of developing this and have been supported with its implementation</li> <li>There is an established SEND team in place who work effectively to support children across the school</li> <li>Interventions and catch-up measures are carefully planned for and are allocated based on data driven criteria.</li> <li>Home learning is effectively managed and delivered online.</li> <li>Regular and effective assessments of children's progress ensure that data is up to date, reliable, and useful for future planning</li> <li>Assessment data over time shows that our pupils consistently reach the expected standard for all end of Key Stage assessment points (including GLD and year 1 phonics screening)</li> <li>To equip staff and children with the knowledge and skills required to promote effective oracy across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>To embed our curriculum in music, including the use of peripatetic teachers</li> <li>To quality assure the curriculum with subject leaders</li> <li>To ensure teachers who are new to the school and/or year groups understand the specific strategies used to teach phonics and reading</li> <li>To provide more information and resources for parents to support their children at home</li> <li>To quality assure the teaching of reading and writing across the school</li> <li>To continue to develop staff skills and knowledge through by using an individualised, collaborative coaching model of CPD</li> <li>To ensure that best practice is identified and shared with staff effectively</li> </ul>

## Behaviour and Attitudes: Good with Outstanding features

Strengths	Areas for development
<ul style="list-style-type: none"> <li>Attendance is improving</li> <li>A new behaviour policy is in place and is understood and used by all staff</li> <li>Behaviour management across the school is effective, meaning the school is a positive learning environment</li> <li>Our school values, based on the values of the Sikh faith, are embedded throughout the school and can be discussed by children</li> <li>Positive social, emotional and mental health is a part of the curriculum as well as extracurricular activities through use of mindfulness strategies in classes.</li> <li>A clear strategy for supporting children who experience difficulties with their feelings and emotions is in place and has documented success.</li> <li>Pupils feel safe and that they are listened to.</li> <li>The school actively teaches pupils about bullying and e-safety throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that families with low attendance are targeted so that attendance can remain as high as possible</li> <li>To ensure that the behaviour policy is being used consistently and effectively</li> <li>To create more opportunities for children to feedback and discuss what affects them in school (pupil voice/survey)</li> </ul>

## Personal Development: Good with Outstanding features

Strengths	Areas for development
<ul style="list-style-type: none"> <li>A strong emphasis on positive physical and mental health is evident in the curriculum as well as supporting activities.</li> <li>The school promotes an active lifestyle and healthy living. Pupils feel that they are encouraged to make healthy choices.</li> <li>Positive relationships between staff and pupils mean that children enjoy coming to school.</li> <li>There is good communication between school and home through parents' meetings and workshops</li> <li>The curriculum is grounded in children's' experiences and aims to prepare them for the next stage of their academic and social lives.</li> <li>Children are given opportunities to lead through extra-curricular activities such as the school council and Mindful Leaders.</li> <li>Pupils enjoy taking part in mindfulness practice and say that they use the strategies outside of school.</li> <li>To ensure a wider range of children are able to participate in some of the extra-curricular activities which support our vision e.g. litter picking</li> </ul>	<ul style="list-style-type: none"> <li>To continue to build links between the Sikh faith and some of the other elements of our curriculum e.g. mindfulness</li> <li>To ensure that after school clubs and other extra-curricular activities reflect children's interests</li> </ul>

## Leadership and Management: Good

Strengths	Areas for development
<ul style="list-style-type: none"> <li>• The school's shared vision and values have been clearly communicated to all stakeholders and enjoy a high profile.</li> <li>• Expectations are clear due to a comprehensive staff handbook and teaching and learning policy. As a result, all staff know what is expected of them.</li> <li>• The SLT are aware of the strengths and areas for development in all areas of the school.</li> <li>• There are a number of staff members who have had DSL training and staff are well aware of the most up to date safeguarding policies.</li> <li>• Staff development is aligned with school priorities and is planned to ensure high standards are met in learning.</li> <li>• The school follows a professional learning community model whereby teachers take responsibility for their own development, supported by colleagues and overseen by senior leaders.</li> <li>• Governorship of the school is constantly improving with experience; the committees and full governing board are proactive in supporting and challenging the school leadership.</li> <li>• Governors take part in regular school visits on different themes e.g. safeguarding.</li> <li>• ECTs receive support from experienced middle or senior leaders with regular professional development opportunities.</li> <li>• SENDCos are qualified, knowledgeable and experienced</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure governors understand their roles and are able to take an active part in overseeing their area of school responsibility.</li> <li>• To consider how best to structure the middle leadership of the school so that they are able to participate in the strategic decision making process.</li> <li>• To ensure middle leaders – e.g. subject leaders – are being developed in terms of their understanding of the curriculum and their own leadership skills</li> </ul>

## Early Years and Foundation Stage: Good

### Strengths

- EYFS Leader is experienced in role and has a strong team
- EYFS staff have taken part in CPD to ensure the rollout of the new framework is smooth
- There are a number of staff who are highly experienced in providing a stimulating experience for all learners in both nursery and reception
- There is a supportive and caring ethos which means children settle into learning quickly
- The quality of teaching is good or better across the phase
- The systematic teaching of phonics is well embedded and effective
- Parents are supported and kept informed of the work done in classrooms by effective use of digital platforms
- The EYFS space, both indoors and out, is a welcoming and stimulating environment which is well utilised by children.
- Children acquire language and vocabulary skills quickly and are given plenty of opportunities to practice these skills, as modelled by staff.
- Progress is good

### Areas for development

- Ensure the new framework is understood by staff, implemented effectively and monitored throughout the year
- Support staff with improving use of the outdoor space
- Share best practice and ensure consistency in planning, teaching and assessment
- Further support for parents of - EYFS pupils