



Khalsa
VA Primary School

School Improvement Plan

2023-24

This School Improvement Plan (SIP) is a working document used to set priorities and monitor progress throughout the year. This document sets out the strategic priorities agreed by the Governing Body, Head teacher and Senior Leaders. It is informed by the context set out below, the needs of our children and families, and our vision and values.

Our School

Khalsa Primary is a Sikh faith, two-form entry, voluntary aided school. The school opened in September 2009 with only Early Years classes for the first year. Growing year by year, the school reached full capacity with a roll 472 pupils in September 2015. We moved into a purpose built and well-resourced building in 2010, with the unique feature of a Gurdwara on site, allowing our children to participate fully in the daily aspects of the Sikh faith.



Our Vision:

We will ensure that our children have the best educational experience it is possible to have and, as a result, are fully prepared for life beyond our school. We want our children to understand their faith, to articulate their values and to be able to act in a way which reflects these. Our school is at the heart of the community which it serves; we create children who are ready to contribute and improve themselves, those around them and the places we live.

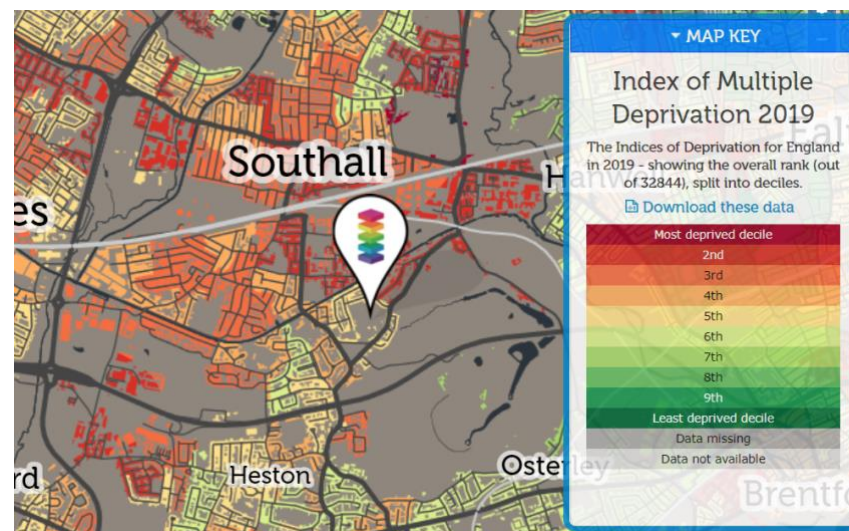
Our Values:

- **Knowledge** Khalsa Primary School provides all children with a broad, balanced and vibrant curriculum based on the National Curriculum. We teach children about, and encourage them to act in line with, both British values and the values inherent in the Sikh faith.
- **Harmony** The school is committed to maintaining harmonious relationships within the school and wider community. By building these positive relationships, we endeavor to represent our community in a positive way.
- **Ambition** At our school, we have high expectations of our children and our staff. We aim to employ or develop outstanding practitioners, who are passionate about helping children to achieve their full potential. Our governing body provides robust, supportive and strategic leadership to develop this ambition.
- **Learning** Our community fosters an inclusive teaching and learning setting which is focused on the achievement of everyone. Numerous opportunities are provided for children, parents, governors and staff to learn and celebrate academic success.
- **Spirituality** The key tenets of the Sikh Faith are immersed in all aspects of school life: by working hard (Kirat Karna), sharing and caring (Vand Ke Shakna) and remembering God (Naam Japna), the school is able to demonstrate Sikh practice in everyday life.
- **Achievement** At Khalsa we provide pupils and staff opportunities to achieve their full potential within a happy, caring, safe and secure environment. We ensure this by recognising and celebrating achievement of everyone through relentless focus on pupil progress and attainment.

Context

Khalsa Primary School is situated in Norwood Green, Ealing, in West London. The majority of our children come from the surrounding areas of Southall, Heston, and Hounslow, which are areas of medium to high levels of deprivation.

Indices of Multiple Deprivation Map, Khalsa Primary centered
<https://maps.cdrc.ac.uk>



	2021/22	2022/23	2023/24
	Pupils on roll		
Khalsa	432	423	
National	277	277	
	Free School Meal Eligibility		
Khalsa	23%	22%	
National	21%	23%	
	% SEND Support		
Khalsa	9%	10%	
National	13%	13%	
	%EAL		
Khalsa	90%	90%	
National	19%	21%	

Almost all of our children come from a Sikh faith background. The majority of our children speak Punjabi or a dialect, either as a first or second language, and come from either a Punjabi or Afghan background.

We currently have 98 pupils eligible for Pupil Premium.

The school was inspected by OFSTED in June 2018 and judged as 'good'. As a faith school, we were also inspected under section 48 in June 2019 and judged as 'outstanding'.

OFSTED Areas for Development – from our 2018 inspection

What does the school need to do to improve further?

- Further improve leadership and management, including governance, by making sure that leaders regularly check the progress made by different groups of pupils.
- Improve the quality of teaching by ensuring that staff plan activities that provide greater challenge for the most able, and strengthen their progress further, in all subjects.

Faith inspection – June 2019 – ‘outstanding school’.

- Continue to develop assessment of pupils’ progress and use the information to plan next steps in learning for all groups of pupils.
- Ensure that the best practice of implementing Sikh teachings through RE lessons and assemblies is shared with other Sikh schools, through establishing stronger liaison.

School Self Evaluation - Ofsted Framework

Key Aspect	Judgement
Overall Effectiveness	Good
1. Quality of Education	Good
2. Behaviour and Attitudes	Good to outstanding
3. Personal Development	Good to outstanding
4. Leadership and Management	Good
5. Quality of EYFS Education	Outstanding

The above self-evaluation has been used as part of the process of creating objectives for our SIP. Details on how these will be achieved are on the following pages.

How Our SIP Priorities Meet OFSTED Criteria

OFSTED Area For Inspection	SIP Priorities
Overall Effectiveness	
1. Quality of Education	<ul style="list-style-type: none"> • Ensure that high quality, adaptive teaching is consistently implemented across the school, meeting the needs of all learners • Embed excellent assessment strategies across the whole curriculum • Embed high-quality oracy strategies across the school
2. Behaviour and Attitudes	<ul style="list-style-type: none"> • Improve and embed strategies which support pupils with self-regulation
3. Personal Development	<ul style="list-style-type: none"> • Continue to embed rich and varied experiences for all pupils • Ensure that all pupils have opportunities to contribute to school life and enjoy responsibilities beyond the classroom
4. Leadership and Management	<ul style="list-style-type: none"> • To ensure that leaders of all levels make a meaningful contribution to whole-school improvement, making a measureable impact on outcomes for pupils
5. Quality of EYFS Education	<ul style="list-style-type: none"> • To sustain outstanding practice in EYFS

Quality of Education					
Key Priority: Ensure that high quality, adaptive teaching is consistently implemented across the school, meeting the needs of all learners					
Overall success criteria: Teaching and learning across the curriculum is consistently strong across the curriculum, with 'Khalsa' teaching strategies fully embedded in all classrooms					
Actions: <i>What we will do?</i>	Responsibility <i>Who will make sure that we do it?</i>	Timescale <i>When will it be done?</i>	Resources <i>How much time, money, & people do we need to allocate?</i>	Monitoring / Evaluation <i>How will we ensure progress is made and report it?</i>	Impact / Success criteria <i>What will it look when achieve what we achieve what we want to?</i>
Use the EEF recommendations for SEND in mainstream schools to carry out an audit of provision	Ms. Halai / Ms. Kaur (SENDCOs)	Summer 2	<ul style="list-style-type: none"> Meeting time for JB and SENDCOs Release time for class-based leader (minimum x1 day per term) 	SENDCO action plans and appraisal	<ul style="list-style-type: none"> SEND action plan will be clearly linked to self-audit of provision Regular supervision meetings with SLT will check on progress and impact
Regular CPD for teachers and support staff on meeting the needs of all learners, including SEND and the more able	Ms. Halai / Ms. Kaur (SENDCOs)	Autumn onwards	<ul style="list-style-type: none"> 1-2 CPD sessions per term 	SLT monitoring	<ul style="list-style-type: none"> Classroom practice will be consistent, including provision for SEND, disadvantaged and the most able pupils
Closely monitor and support teachers in delivery of the reading curriculum, ensuring that practice is consistent and meets the needs of the full range of learners	Mrs Dhiri / Ms. Sheridan (Reading leaders)	Autumn onwards	<ul style="list-style-type: none"> Monitoring and in-class support at least once per term (1/2 day minimum) CPD session per term Leadership meetings x1 per term 	SLT monitoring Assessment data	<ul style="list-style-type: none"> The teaching of Reading will be delivered consistently, in line with school policy All groups of pupils will make expected or better progress in Reading
Review the teaching of writing across the school, ensuring that the curriculum allows all groups of pupils to succeed, including the most able.	Ms. Kaur (Writing leader)	Autumn onwards	<ul style="list-style-type: none"> X3 days consultant (JW) Monitoring and in-class support at least once per term (1/2 day minimum) CPD session per term Leadership meetings x1 per term 	SLT monitoring Assessment data	<ul style="list-style-type: none"> All groups of pupils will make expected or better progress in writing, as evidenced in books Teachers will be able to clearly articulate the provision that they have in place to support the needs of all learners, particularly GDS targets groups
Provide CPD, resources, monitoring and support to ensure a more consistent approach to Maths Mastery across the school	Mrs Adhikari (Maths leader)	Autumn onwards	<ul style="list-style-type: none"> Meeting time for JB with Maths leader. Monitoring and in-class support at least once per term (1/2 day minimum) 1-2 CPD session per term Leadership meetings x1 per term 	SLT monitoring Joint monitoring with Maths lead	<ul style="list-style-type: none"> The model of concrete, pictorial, abstract to support pupils with acquisition of key concepts is fully embedded across the school Talk for Maths strategies, including the use of stem sentences and vocabulary development, is embedded consistently across the school

Key Priority: Embed excellent assessment strategies across the whole curriculum					
Overall success criteria: Teachers have a clear understanding of the purpose of summative and formative assessment and implement strategies consistently					
Actions: <i>What we will do?</i>	Responsibility <i>Who will make sure that we do it?</i>	Timescale <i>When will it be done?</i>	Resources <i>How much time, money, & people do we need to allocate?</i>	Monitoring / Evaluation <i>How will we ensure progress is made and report it?</i>	Impact / Success criteria <i>What will it look when achieve what we achieve what we want to?</i>
Give clearer direction on the planning and assessment of products for assessment in the wider curriculum	Ms. Birk (Assessment leader)	Summer 2	<ul style="list-style-type: none"> X1 CPD session Assessment Leader support for teachers where required (1/2 day minimum) 	Assessment formats Learning Walks Book scrutiny (SLT/joint monitoring with assessment lead)	<ul style="list-style-type: none"> Planning for every subject is clear and consistent, with knowledge, vocabulary and skills taught well End of unit products are used effectively to support teachers' assessment judgements Subject Leaders can clearly articulate how well their subject is being taught across the school
Review marking and feedback, using the EEF's recommendations to audit provision and make improvements as required.	Ms. Birk (Assessment leader)	Autumn 1	<ul style="list-style-type: none"> CPD sessions (minimum 1 per term) Meeting time for JB with Assessment leader. 	SLT/joint monitoring with assessment lead	<ul style="list-style-type: none"> Feedback is given in a clear and consistent way across the school Teachers' feedback has a measureable and direct impact on outcomes for pupils
Fully embed whole-school retrieval strategies, ensuring that consistently high-quality practice is in place in all classrooms for retrieval.	Ms. Birk (Assessment leader)	Autumn 1 onwards	<ul style="list-style-type: none"> CPD time Assessment Leader support for teachers where required 	SLT/joint monitoring with assessment lead	<ul style="list-style-type: none"> Retrieval slides are in place in all lessons Working walls are used to facilitate ongoing retrieval Planning should indicate teachers have considered pupils' long term and short term (working) memory
Key Priority: Embed high-quality Oracy strategies across the whole curriculum					
Overall success criteria: Teachers plan high-quality, purposeful Oracy activities and pupils become more articulate and confident in expressing themselves.					
Revise curriculum documentation to ensure that key vocabulary is planned for specifically in every unit	Mr. Formella	Summer 2 (7.2023)	<ul style="list-style-type: none"> SLT meeting time with subject leaders x 2 hours 	Curriculum documentation SLT monitoring	<ul style="list-style-type: none"> Specific vocabulary is in planning documents and taught explicitly to pupils Pupils will be able to define and explain key vocabulary
Develop a bank of stem sentences for every subject and give teachers support on using these in classrooms	Mrs Sangha, Mr Wells, Mrs Panesar, Mrs Grey, Ms. Jassal (Subject Leaders)	Autumn 1 onwards	<ul style="list-style-type: none"> X1 CPD session Assessment Leader support for teachers where required (1/2 day minimum) 	SLT monitoring Subject leader action plans and monitoring	<ul style="list-style-type: none"> Stem sentences are in place for all subjects Stem sentences are embedded in classroom practice, in planning, resources and displays Pupils confidently articulate their learning across the full curriculum using stem sentences for support

Behaviour and Attitudes					
Key Priority: Improve and embed strategies which support pupils with self-regulation					
Overall success criteria: All stakeholders understand our strategies and routines which support pupils with self-regulation and these strategies are used consistently across the school					
Actions: <i>What we will do?</i>	Responsibility <i>Who will make sure that we do it?</i>	Timescale <i>When will it be done?</i>	Resources <i>How much time, money, & people do we need to allocate?</i>	Monitoring / Evaluation <i>How will we ensure progress is made and report it?</i>	Impact / Success criteria <i>What will it look when achieve what we achieve what we want to?</i>
Share our behaviour policy with all stakeholders, ensuring that all have a clear understanding of key messages and strategies	Ms. Sehmi Ms. Butler	Autumn 1	<ul style="list-style-type: none"> Inset day session Parents' information meetings x 1 	Parents' survey responses SLT monitoring Behaviour records	<ul style="list-style-type: none"> The behaviour policy is consistently implemented in all classrooms Pupils are calm, engaged and participate actively in learning Staff, pupils and parents can all clearly articulate how behaviour is managed and how pupils are supported.
Implement and fully embed all aspects of our school behaviour policy	All staff	Autumn 1 onwards	<ul style="list-style-type: none"> Inset day session Parents' information meetings x 1 Termly CPD for all staff 	Parents' survey responses SLT monitoring Behaviour records	<ul style="list-style-type: none"> The behaviour policy is consistently implemented in all classrooms Pupils are calm, engaged and participate actively in learning Staff, pupils and parents can all clearly articulate how behaviour is managed and how pupils are supported.
Implement Zones of Regulation as a whole-school programme to support pupils with self-regulation strategies	Ms. Halai / Ms. Kaur (SENDCOs)	Autumn	<ul style="list-style-type: none"> Inset day session Parents' information meetings x 1 X3 CPD sessions SENDCO release time for monitoring and support 	Parents' survey responses SLT monitoring	<ul style="list-style-type: none"> Zones of Regulation resources and routines are in place for every pupil and in every classroom Staff, pupils and parents can articulate the reasons for using Zones of Regulation and know how it benefits children
Make explicit and meaningful links between Mindfulness and Sikhi, embedding a holistic approach to pupils' self-regulation	Mrs Panesar (Sikh Studies leader)	Autumn 1 onwards	<ul style="list-style-type: none"> x 3 sessions from Mindfulness consultant Meeting time for Ms. Butler, Mrs. Panesar and Ms. Davidson 	SLT monitoring	<ul style="list-style-type: none"> Pupils develop a range of strategies which they have in their self-regulation 'toolkit.' They know and can explain which strategies they use in different situations

Personal Development					
Key Priority: Continue to embed rich and varied experiences for all pupils					
Overall success criteria: All pupils in school are offered a variety of experiences, including links with learning and extra-curricula activities, that might not be available to them outside school life					
Actions: <i>What we will do?</i>	Responsibility <i>Who will make sure that we do it?</i>	Timescale <i>When will it be done?</i>	Resources <i>How much time, money, & people do we need to allocate?</i>	Monitoring / Evaluation <i>How will we ensure progress is made and report it?</i>	Impact / Success criteria <i>What will it look when achieve what we achieve what we want to?</i>
Review the offer of learning experiences which enhance our curriculum to ensure that is balanced, consistent, and not heavily reliant on parents' financial contributions	Mrs Sangha, Mr Wells, Mrs Panesar, Mrs Grey, Ms. Jassal (Subject Leaders)	Summer 2 onwards	<ul style="list-style-type: none"> Subject leadership meeting time 	SLT monitoring	<ul style="list-style-type: none"> There is an experience planned into every unit which enhances and enriches pupils' learning The number of visitors into school, local visits and visits using public transport is increased; the overall cost to parents is significantly reduced
Review the offer of extra-curricular activities, ensuring that it is broad and appealing to pupils	Mr Wells (Healthy Schools Leader)	Strategy in place for September, reviewed termly	<ul style="list-style-type: none"> Meeting and planning time for the extra-curricular activities lead 	SLT monitoring Clubs analysis	<ul style="list-style-type: none"> There will be a range of different clubs for pupils of different age groups to attend Attendance at clubs will be high Children from disadvantaged backgrounds, including PP and SEND, will attend clubs at least in line with average numbers.
Promote active and healthy lifestyle choices more rigorously	Mr Wells (Healthy Schools Leader)	Summer 2 onwards	<ul style="list-style-type: none"> Regular meeting time for JB/AW. CPD sessions Resources purchased to promote physical activity 	SLT monitoring Curriculum documentation School calendar	<ul style="list-style-type: none"> Pupils will be active at break times and lunchtimes Play leaders will be trained to support peers with making active choices in the playground There will be at least one whole-school event each term which promotes physical activity
Review and embed an improved Sikh Studies curriculum which promotes and ensures even stronger multi-faith and community links	Mrs. Panesar (Sikh Studies Leader)	Summer 2 onwards	<ul style="list-style-type: none"> Regular meeting time (PS, JB, JP) CPD sessions School calendar (Sewa week, more regular ongoing Sewa) 	SLT monitoring Curriculum documentation School calendar	<ul style="list-style-type: none"> There will be even more regular opportunities for parents to join in worship at school Sewa will be embedded across the whole year, with Sewa week expanded to strength wider community links There will be at least one experience with schools or places of worship from other faiths every term

Key Priority: Ensure that all pupils have opportunities to contribute to school life and enjoy responsibilities beyond the classroom					
Overall success criteria: Pupils in all year groups have the opportunity to have responsibilities in the classroom, in the school and in the local community					
Run at least three democratically elected student body groups who meet regularly and make a measureable whole-school impact (School Council, Eco-Council, Play Leaders)	Mr Wells Ms. Sehmi	Autumn 1 onwards	<ul style="list-style-type: none"> Regular release time for teachers leading the groups Time for student leaders to meet the Headteacher 	School calendar Minutes of meetings	<ul style="list-style-type: none"> Student groups meet regularly and plan whole-school events Students have ongoing responsibilities which they are given the time and support to do Pupils know who their representatives are and what their role it
All pupils are given the chance to have at least two jobs during the year – one in class and one which is a whole-school responsibility	Class teachers	Autumn 1 onwards	<ul style="list-style-type: none"> INSET and briefing slots 	SLT monitoring	<ul style="list-style-type: none"> All pupils know what their jobs are and are proud of their contribution

Leadership and Management					
Key Priority: To ensure that leaders of all levels make a meaningful contribution to whole-school improvement, making a measureable impact on outcomes for pupils					
Overall success criteria: All leaders have a clear understanding of their role in school improvement and make a significant impact to outcomes for pupils					
Actions: <i>What we will do?</i>	Responsibility <i>Who will make sure that we do it?</i>	Timescale <i>When will it be done?</i>	Resources <i>How much time, money, & people do we need to allocate?</i>	Monitoring / Evaluation <i>How will we ensure progress is made and report it?</i>	Impact / Success criteria <i>What will it look when achieve what we achieve what we want to?</i>
Further develop leaders of all levels, ensuring that they fully understand their whole-school responsibilities and are accountable for the impact they have on outcomes for pupils	Ms. Sehmi Ms. Butler	Autumn 1 onwards	<ul style="list-style-type: none"> • Termly meetings between leaders and JB • Monitoring and in-class support at least once per term (1/2 day minimum) • CPD sessions for each leader at least once per year • Leadership meetings x1 per term 	Minutes from meetings Action plans	<ul style="list-style-type: none"> • Every leader can clearly articulate how their area of responsibility is linked to the School Improvement Plan • Leaders talk confidently about their area and can explain the impact that they have on outcomes for pupils
Ensure that subject leaders work consistently as a team and have a clear understanding of their role	Ms. Butler	Autumn 1 onwards	<ul style="list-style-type: none"> • Monitoring and in-class support at least once per term (1/2 day minimum) • CPD sessions for each leader at least once per year • Leadership meetings x1 per term 	Subject leader action plans and monitoring records	<ul style="list-style-type: none"> • Subject leaders will understand their role in quality assurance of the planning, teaching and assessing of the curriculum. • Leaders will be supported in their growth of leadership skills throughout the year. • Teaching across the curriculum will be consistently strong, as evidenced through monitoring
Continue to work with governors, ensuring that they have a clear understanding of their role, both collectively and as individuals	Ms. Sehmi	Autumn 1 onwards	<ul style="list-style-type: none"> • Termly Governors' meeting • Governors' training • LA support (consultant) • Governors' visits 	Governors' minutes and records	<ul style="list-style-type: none"> • Each governor has a clear understanding of their role and can articulate this • Meetings are purposeful and demonstrate that governors know what their role is in strategic leadership

Quality of EYFS Education
Key Priority: To sustain outstanding practice in EYFS
Overall success criteria: The EYFS framework is fully embedded and meets the needs of all pupils

Actions: <i>What we will do?</i>	Responsibility <i>Who will make sure that we do it?</i>	Timescale <i>When will it be done?</i>	Resources <i>How much time, money, & people do we need to allocate?</i>	Monitoring / Evaluation <i>How will we ensure progress is made and report it?</i>	Impact / Success criteria <i>What will it look when achieve what we achieve what we want to?</i>
Review planning and provision across EYFS, ensuring that there is a consistent approach to short, medium and long to planning, including communication with staff	Mrs Dhiri (EYFS Leader)	Autumn 1 onwards	<ul style="list-style-type: none"> Regular meeting time and training for the EYFS team Termly meetings for JB/MD 	SLT monitoring	<ul style="list-style-type: none"> Planning will be consistent across all classes and reflect provision in place
Ensure that the standard of provision for both indoor and outdoor learning is consistently high	Mrs Dhiri (EYFS Leader)	Autumn 1 onwards	<ul style="list-style-type: none"> Monitoring time for MD 	SLT monitoring	<ul style="list-style-type: none"> Planning for activities inside and outside of the classroom is consistently effective across the phase.
Review and improve the communication with and support for parents to ensure that they have a clear idea of how best to support their child at home	Mrs Dhiri (EYFS Leader)	Autumn 1 onwards	<ul style="list-style-type: none"> Parents' information meetings Time to prepare resources (MD) 	School calendar Website/Google Classroom Attendance at meetings Parents' surveys	<ul style="list-style-type: none"> Regular information meetings are planned into the school calendar at least a term in advance. Google Classroom and the school website are updated regularly with resources which support parents Parents feel well-supported and involved in their child's learning.

Key Priority: Long term priorities					
Overall success criteria:					
Actions: <i>What we will do?</i>	Responsibility <i>Who will make sure that we do it?</i>	Timescale <i>When will it be done?</i>	Resources <i>How much time, money, & people do we need to allocate?</i>	Monitoring / Evaluation <i>How will we ensure progress is made and report it?</i>	Impact / Success criteria <i>What will it look when achieve what we achieve what we want to?</i>
Further develop whole school policy on teaching English as an additional language		2024-25			
Further develop whole policy on teaching Art and DT		2024-25			
Further develop whole school policy on the teaching of music		2024-25			
Review parental engagement / community involvement		2024-25			