



Khalsa
VA Primary School

School Improvement Plan

2025-2026

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, Headteacher and members of the Senior Leadership team. 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:

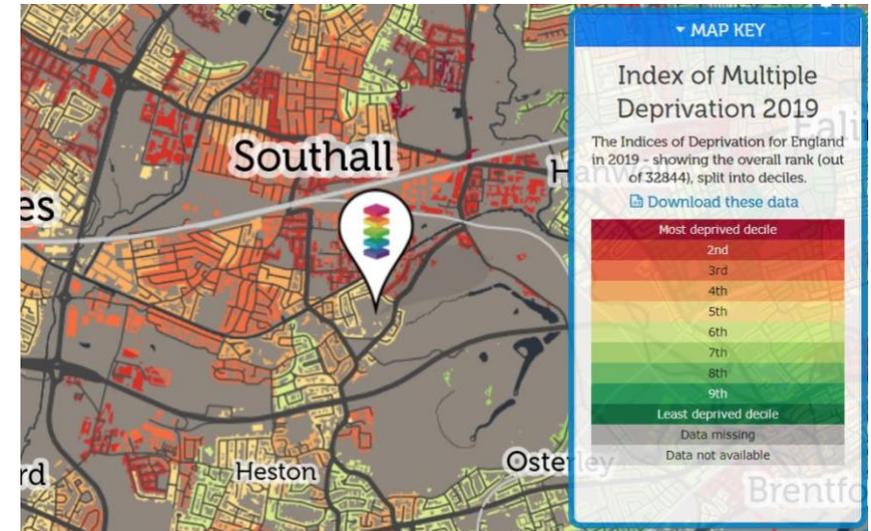
- **Knowledge** Khalsa Primary School provides all children with a broad, balanced and vibrant curriculum based on the National Curriculum. We teach children about, and encourage them to act in line with, both British values and the values inherent in the Sikh faith.
- **Harmony** The school is committed 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>



	2023/24	2024/25	2025/26
	Pupils on roll		
Khalsa	414	422	413
National	276	276	276
	Free School Meal Eligibility		
Khalsa	23%	25%	22%
National	25%	26%	26%
	% SEND Support		
Khalsa	10%	10%	10%
National	18%	14%	18%
	% EAL		
Khalsa	88%	97%	96%
National	21%	21%	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 an Afghan background.

We currently have 100 pupils eligible for Pupil Premium.

The school was inspected by OFSTED in October 2023 and judged as 'good'. As a faith school, we were also inspected under section 48 in June 2024 and judged as 'outstanding'.

OFSTED Area for Development (2023)

What does the school need to do to improve further?

- In a few subjects, some of the checks on pupils' learning are not as precise as they should be in identifying and addressing any gaps. This means that gaps in pupils' learning, as well as any misconceptions, are missed and can therefore continue. The school needs to ensure that approaches to checking learning are well established and purposeful in all subjects to enable teaching to rectify pupils' gaps in knowledge and understanding.

Faith inspection Area for Development (2024)

- Continue to refine the assessment cycle to ensure it identifies areas where pupils need more challenge and encourages deeper thinking and higher-level skills.

2025 – 26 SIP Priorities

Area of focus	SIP Priorities
1. Leadership and Governance	<ul style="list-style-type: none"> To ensure that leaders at all levels make a meaningful contribution to whole school improvement, making a measurable impact on outcomes for pupils
2. Curriculum	<ul style="list-style-type: none"> Enhance cross-curricular connections, particularly embedding subjects such as English with other foundation subjects to deepen contextual learning. Review and revise how we teach and support pupils who are in the early stages of learning English. Further strengthen oracy across all subjects to boost pupils' communication skills, focusing on structured dialogue, vocabulary enrichment, and engaging discussions that support deeper thinking.
3. Developing Teaching	<ul style="list-style-type: none"> Ensure that standards of teaching and learning are consistently high and / or improving.
4. Achievement	<ul style="list-style-type: none"> To ensure that end of year levels are at or above national averages by setting and meeting challenging but realistic attainment and progress targets for all year groups.
5. Behaviour and Attitudes	<ul style="list-style-type: none"> Revisit and embed a whole behaviour policy so that clear routines and expectations are shared and established.
6. Attendance	<ul style="list-style-type: none"> Review and embed our attendance policy and procedures. Target families with persistent absence/punctuality issues to reduce overall rate
7. Personal Development & Wellbeing	<ul style="list-style-type: none"> Continue to develop and embed pastoral care, mental health and wellbeing of pupils. Further develop partnerships with parents to support pupils' well-being Work collaboratively with external agencies to provide early help and targeted support for pupils and families.
8. Inclusion	<ul style="list-style-type: none"> Embed high-quality adaptive teaching strategies, ensuring that the needs of all learners are met through consistent, whole-school approaches.
9. Early Years	<ul style="list-style-type: none"> Continue to develop and embed excellent practice in EYFS
10. Safeguarding	<ul style="list-style-type: none"> Revisit our safeguarding policy and procedures and ensure that all staff are fully up to date and aware of their roles and responsibilities.
11. Sikh ethos	<ul style="list-style-type: none"> Continue to support pupils and families, with the development and practice of Sikh faith.

Leadership and Governance

Key Priority: To ensure that leaders of all levels make a meaningful contribution to whole-school improvement, making a measureable impact on pupil outcomes.

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	HT	Autumn 1 onwards	Termly meetings between leaders and HT Monitoring and in-class support CPD Leadership meetings	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	HT	Autumn 1 onwards	Monitoring and in-class support CPD Leadership meetings	Subject leader action plans Monitoring records	<ul style="list-style-type: none"> • Subject leaders will understand their role in quality assurance of the planning, teaching and assessment 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	HT (Chair of Governors)	Autumn 1 onwards	Regular governors' meetings 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

Curriculum					
<p>Key Priority: Enhance cross-curricular connections, between English and foundation subjects, to support and deepen contextual learning. Review and revise how we teach and support pupils who are in the early stages of learning English. Further strengthen oracy across all subjects to boost pupils' communication skills, focusing on structured dialogue, vocabulary enrichment, and engaging discussions that support deeper thinking.</p> <p>Overall success criteria: Pupils new to English make accelerated progress. Policy on oracy, fully developed and embedded across the school. Appropriate cross-curricular connections between English and foundation subjects.</p>					
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>	Resource <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>
Training for all staff to further develop their understanding of the importance of oracy and their ability to promote and teach it.	Subject Leaders	Autumn 1 onwards	Staff time	Monitoring Discussions	<ul style="list-style-type: none"> Staff feel confident to promote and teach oracy.
Develop a bank of stem sentences for every subject and give teachers support on using these in classrooms (oracy)	Subject Leaders	Autumn 2 onwards	Support for teachers where required	Monitoring Planning documents	<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
Revisit school policy on oracy with a view to embedding it across the school	Subject Leaders	Autumn 2 onwards	Staff time	Monitoring	<ul style="list-style-type: none"> Oracy policy fully established and embedded in all classrooms.
Plan a clear leadership structure for EAL	HT	Autumn onwards	Staff time	Policy	<ul style="list-style-type: none"> Leadership of EAL is established
Plan a clear programme for pupils who join the school in KS1 or KS2 with no, or very little, English language skills	Subject Leaders	Autumn 2 onwards	Staff time External consultant time Budget	Monitoring	<ul style="list-style-type: none"> All teachers have a clear understanding of how to support and integrate pupils into their year groups
Plan and deliver phonics to pupils who are new to the school and in the early stages of learning English	Subject Leaders	Autumn 2 onwards	Staff time	Phonics plans	<ul style="list-style-type: none"> Pupils make accelerated progress in decoding and are able to quickly access the curriculum of their own year group

<p>Subject leaders to take lead in providing enriching learning opportunities for pupils, creating more activities beyond the classroom that deepen subject knowledge, build new skills, and spark pupils' interests.</p>	<p>Subject leaders</p>	<p>Termly</p>	<p>Time for leaders</p>	<p>Curriculum plans</p>	<ul style="list-style-type: none"> • A wide range of activities available for staff to refer to / adapt and use to support teaching. • Each year group will have a range of trips, visits and workshops which are preplanned, costed and form a central part of children's learning • We are able to share the entire year's plans at the start of the year
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Achievement					
Key Priority: To ensure that end of year levels are at or above national averages by setting and meeting challenging but realistic attainment and progress targets for all year groups					
Overall success criteria: End of year targets are met or exceeded. Gaps are reduced or closed.					
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 like when we achieve what we want to?</i>
Review and analyse data and develop appropriate actions and set targets based on thorough analysis	Leaders HT	Autumn onwards	Staff time	Monitoring	<ul style="list-style-type: none"> Leaders know the data well. Leaders have a sound understanding of strengths and areas for development
Set challenging targets for each year group - EYFS, year 1 to 6	Leaders HT	Autumn onwards	Staff time	Monitoring Action plans	<ul style="list-style-type: none"> Challenging targets in place for all year groups. Monitoring shows that pupils are on track End of year targets are met or exceeded
Revise and embed pupil progress meetings – focusing on effective use of contextual sheets, action plans.	Leaders HT	Autumn onwards	Staff time	Monitoring Actions plans	<ul style="list-style-type: none"> Pupil progress meetings are more effective Staff interrogate data and use their findings to plan and teach Consistent improvements in assessments and data, which demonstrate that pupils are meeting or exceeding targets.
Set up effective intervention programmes to address identified weaknesses. Regularly review the impact of interventions	Leaders HT	Autumn onwards	Staff time	Monitoring Action plans	<ul style="list-style-type: none"> Intervention helps to reduce gaps Pupils make accelerated progress Interventions meet pupils' needs Improvements in assessments and data, which demonstrate that pupils are meeting or exceeding targets.
Ensure accuracy of assessment through observations, pupil interviews and scrutiny of pupils' books.	Leaders HT	Autumn onwards	Staff time	Monitoring	<ul style="list-style-type: none"> Effective systems in place to monitor pupil progress Teachers confident and secure in judgements
Implement a system of regular moderation meetings to Increase staff confidence and check accuracy of judgements of levels.	Leaders HT	Autumn onwards	Staff time	Monitoring	<ul style="list-style-type: none"> Teachers confident and secure in judgements

Developing Teaching					
Key Priority: Ensure that standards of teaching and learning are consistently high and / or improving.					
Overall success criteria: All teachers fully understand and implement fully, the teaching and policy.					
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 like when we achieve what we want to?</i>
Revisit and fully implement policy on teaching and learning.	Leaders HT	Autumn onwards	Staff time	Policy documents	<ul style="list-style-type: none"> Classroom practice will be of a consistently high standard Teachers will be confident and highly skilled in using the strategies
Provide opportunities for staff to observe highly effective teaching.	Leaders HT	Autumn onwards	Staff time Supply cover	Monitoring plans CPD plans	<ul style="list-style-type: none"> Opportunities provided and for all staff teachers to observe effective teaching.
Provide opportunities for staff to carry out self-observations, with the aim of identifying strengths and addressing areas for development.	Leaders HT	Autumn onwards	Staff time Supply cover	Monitoring of professional development plans	<ul style="list-style-type: none"> Plans developed and implemented for teachers to observe themselves System of meetings in place to support discussions on strengths and areas for development. CPD sessions in place to support professional development.
Provide training and support for staff to fully understand and implement effective use of additional adults.	Leaders HT	Autumn onwards	Staff meeting time	Monitoring Data analysis	<ul style="list-style-type: none"> Intervention programmes (in class, before and after school) implemented to support individual and groups of children. Pupils make accelerated progress.

Behaviour and Attitudes					
Key Priority: Revisit and fully embed a whole behaviour policy so that clear routines and expectations are shared and well established.					
Overall success criteria: Behaviour policy is fully embedded.					
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 like when we achieve what we want to?</i>
Review and share our behaviour policy. Provide support and guidance for staff to fully implement behaviour policy.	Leaders HT	Autumn 1	Staff time	Monitoring Feedback from staff	<ul style="list-style-type: none"> • All stakeholders are aware of our behaviour expectations based on the three golden rules • Staff are able to model these behaviours and 'notice' when children are meeting expectations • Staff are able to deal with negative behaviours in a systematic, calm and positive way • Children are able to discuss the expectations and how to meet them
Revisit, revise and embed policy on Zones of Regulation	Leaders	Autumn 1	Staff time	Learning Walks	<ul style="list-style-type: none"> • All staff fully understand and use Zones of Regulation policy effectively

Attendance					
Key Priority: Review and embed our attendance policy and procedures and target families with persistent absence/punctuality issues to reduce overall rate					
Overall success criteria: Attendance policy is fully implemented and we meet our attendance target.					
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 and CPD <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 like when we achieve what we want to?</i>
Revisit attendance policy with staff and parents	HT Leaders	Autumn	Staff time	Policy documents	<ul style="list-style-type: none"> Families fully aware of expectations for holidays, weddings etc. All absences are explained and justified by parents Overall absence/punctuality rate is reduced
Appoint 'Attendance Champions' to promote good attendance amongst pupils	Teachers Leaders	Autumn onwards	Staff time	Discussions with pupils	<ul style="list-style-type: none"> Pupil group work effectively to promote good attendance amongst their peers
Review and improve pupil rewards given for good attendance to include a wider range of pupils whose attendance is improving	HT Leaders	Autumn onwards	Staff time	Discussions with pupils Data	<ul style="list-style-type: none"> More pupils receive rewards and are encouraged and motivated to attend school regularly
Hold regular meetings with individuals or groups of parents whose children are at risk of becoming persistently absent	HT	Autumn	Staff time	Data Attendance at meetings	<ul style="list-style-type: none"> Parents understand the implications of not bringing their child to school every day Parents with barriers that are preventing good attendance are given support where required Attendance figures improve

Personal Development & Wellbeing					
<p>Key Priority: Continue to develop and embed pastoral care, mental health and wellbeing of pupils. Further develop partnerships with parents to support pupils' well-being Work collaboratively with external agencies to provide early help and targeted support for pupils and families. Overall success criteria: Policies and procedures to support pupils' mental health and emotional well-being are fully embedded across the school.</p>					
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 and CPD <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 like when we achieve what we want to?</i>
Review and revise PSHE related policies – pupil well-being, packed lunches, food policy, healthy eating and keeping safe.	Subject leaders	Autumn 2 onwards	Leadership time Staff time	Discussions Meetings	<ul style="list-style-type: none"> Updated policy in place and shared with staff.
Ensure that mental health and well-being are covered through the curriculum	Subject leaders	Autumn 2 onwards	Staff time Leadership time	Monitoring	<ul style="list-style-type: none"> Mental health and well-being is brought into teaching – through stories, class discussions
Raise staff awareness of mental health issues, how to spot symptoms and support pupils.	Subject leaders	Spring 1 onwards	Mental Health Support Team (Ealing)	Discussions Monitoring	<ul style="list-style-type: none"> Staff feel confident about speaking with pupils about their mental health and well-being. Staff know who to seek advice from, for specific concerns.
Ensure that pupils are aware of who they can speak with, if they have any issues around mental and emotional well-being.	Subject leaders	Autumn onwards	Staff	Monitoring	<ul style="list-style-type: none"> Pupils are confident in approaching an adult to talk through their feelings, emotional well-being.
Continue to provide support for parents on how to support their children's mental health.	Subject leaders	Autumn onwards	Mental Health Support Team (Ealing)	Discussions Feedback	<ul style="list-style-type: none"> Parents feel confident to talk to their children about their well-being and know how to support them or seek advice from external agencies.

Inclusion					
Key Priority: Embed high-quality adaptive teaching strategies, ensuring that the needs of all learners are met through consistent, whole-school approaches.					
Overall success criteria: All pupils' needs are fully met with effective adaptive teaching strategies and pupils make good progress.					
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 and CPD <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 like when we achieve what we want to?</i>
Revisit and revise our current strategies for adaptive teaching and develop a clear list of strategies that will be used across all classrooms	Leaders	Spring 1 onwards	Staff time Leadership time	SENDCO action plans Monitoring	<ul style="list-style-type: none"> • A clear list of strategies will be in place • Strategies will be used consistently by all teachers and support staff
CPD for teachers and support staff on what adaptive teaching should look like in our school	Leaders	Autumn onwards	Staff time Leadership time	Monitoring	<ul style="list-style-type: none"> • Classroom practice will be of a consistently high standard • Teachers will be confident and highly skilled in using the strategies
Closely monitor the progress and attainment of SEND pupils to ensure that teaching strategies are effective in meeting their needs	Leaders HT	Autumn 2 onwards	Staff time Leadership time	Monitoring Assessment data	<ul style="list-style-type: none"> • All groups of pupils, including SEND pupils, will make at least the expected amount of progress

Early years					
Key Priority: Continue to develop and embed excellent practice in EYFS					
Overall success criteria: The EYFS team works effectively and demonstrate consistently excellent practice.					
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 and CPD <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 like when we achieve what we want to?</i>
Ensure that the standard of provision for both indoor and outdoor learning is consistently high	Leaders	Autumn 2 onwards	Staff time Leadership time	Learning walks	<ul style="list-style-type: none"> Planning for inside and outside of the classroom is consistently effective across the EYFS.
Review and improve communication with and support for parents to ensure that they have a clear idea on how best to support their child at home	Leaders	Autumn onwards	Staff time Leadership time	Learning walks Google Classroom Attendance at meetings School planner	<ul style="list-style-type: none"> Regular information meetings are planned into the school planner Google Classroom is used effectively to support parents Parents are well supported and involved in their children's learning
Continue to develop and embed initiatives for parents and toddlers, prospective parents (stay and play, home visits, parent visits to EYFS)	Leaders	Spring 1 onwards	Leadership time Staff time	Attendance at sessions Discussions with parents	<ul style="list-style-type: none"> Good attendance at stay and play sessions, meetings.

Safeguarding					
Key Priority: Revisit our safeguarding policy and procedures to ensure that all staff are fully up to date and aware of their roles and responsibilities.					
Overall success criteria: All staff fully aware of updated safeguarding policy and procedures and use it effectively to ensure that pupils are safe.					
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 and CPD <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 like when we achieve what we want to?</i>
Update safeguarding policy and procedures in line with 2025 Keeping Children Safe in Education.	HT DDSL	Autumn	Staff time	Policy document	<ul style="list-style-type: none"> Safeguarding fully updated to reflect KCSIE 2025 guidelines.
Ensure that all staff and governors are fully aware of the requirements of DfE documents – Working Together to Keep Children Safe and Keeping Children Safe in Education (2025) policy and procedures with all staff.	HT DDSL	Autumn	Staff time	Monitoring Meetings Documents	<ul style="list-style-type: none"> All staff and governors fully aware of updated safeguarding policy and procedures, in line with KCSIE 2025
Ensure that information regarding safeguarding is displayed around the school.	HT DDSL	Autumn	Staff time	Learning walks	<ul style="list-style-type: none"> Up to date displays of certificates in place. Details of who to contact regarding safeguarding on display.
Ensure that all staff are fully of their role in reporting safeguarding concerns in a timely fashion	HT DDSL	Autumn	Staff time	Learning walks Discussions with staff.	<ul style="list-style-type: none"> All staff are clear of their own roles and those of DSL essential for keeping children safe.
Ensure all staff know how to report safeguarding concerns	HT DDSL	Autumn	Staff time	Learning walks Discussions with staff.	<ul style="list-style-type: none"> All staff familiar online reporting system - Safeguard my School and how to use it.

Faith life of the school					
Key Priority: Continue to support pupils and families, with the development and practice of Sikh faith.					
Overall success criteria: Pupils have a deeper understanding of the Sikh faith and prayer is an integral part of their lives.					
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 and CPD <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 like when we achieve what we want to?</i>
Review and revise whole school planner to include Sikh faith related events and celebrations.	HT Subject leader Leaders	Autumn	Staff time	Planner Planning documents	<ul style="list-style-type: none"> Whole school planner is in place at the start of the school year
Plan for external visitors to attend school assemblies on a regular basis to support pupils with prayers and practice of Sikh faith.	HT Subject leader Leaders	Autumn	Staff time	Planner Planning documents	<ul style="list-style-type: none"> Visitors regularly visit the school to support pupils with the practice of their faith.
Plan three key Sikh Faith celebrations, which involve the whole school community.	HT Subject leader Leaders	Autumn	Staff time	Monitoring Meetings Documents	<ul style="list-style-type: none"> Whole school community involved in Sikh faith celebrations
Plan regular Paath and Simran sessions for parents / families	HT Subject leader Leaders	Autumn	Staff time	Attendance of parents	<ul style="list-style-type: none"> Parents and families attend regular sessions for Paath and Simran.
Further develop faith assemblies to enhance relationship between parents and their children.	HT Subject leaders Leaders	Autumn	Staff time	Discussions with staff and parents	<ul style="list-style-type: none"> Faith assemblies well attended. Parents involved in supporting their children