



Khalsa

VA Primary School

Self-Evaluation Form

2024/25

together we shine

Khalsa Self Evaluation 2024 - 25

Overall Effectiveness: Good

Quality of Education: Good

Strengths	Next Steps
<ul style="list-style-type: none"> • The quality of teaching across the school is good to outstanding. • The processes for sharing best practice, self-reflection and improving practice in a collaborative way have led to improvements. • A range of strategies used across the school e.g. in questioning, mean that lessons are increasingly more challenging, interactive and inclusive for all learners. • The curriculum is designed in a way, which emphasises specific knowledge and skills. • Progression of skills and knowledge in all subjects has been clearly mapped out across the school. • 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 fully supported with its implementation. New teachers have received support. • There is an established SEND team in place who work effectively to support individual children across the school. The team also provides support and guidance for staff. • Interventions are carefully planned for and are allocated based on data driven criteria. • Home learning is effectively managed and delivered online and through a selection of books. • Regular and effective assessments of children's progress ensure that data is always up to date, reliable, and useful for future planning • 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) • Staff have the knowledge and skills required to effectively promote oracy across the curriculum 	<ul style="list-style-type: none"> • To fully embed our curriculum in music, including the use of peripatetic teachers • To ensure teachers who are new to the school and / or year groups understand the specific strategies used to teach phonics and reading • To continue to provide information, resources and guidance for parents to support their children more effectively at home. • To continue to develop staff skills and knowledge through using an individualised, collaborative coaching model of CPD • To ensure that best practice is identified and shared with staff effectively • To continue to revise our policies and procedures for teaching and supporting those pupils who are in the early stages of learning English. • To continue to support pupils with developing a deeper knowledge and understanding of the Sikh Faith. • To continue to revise and improve our Sikh Studies curriculum, ensuring that there is depth and challenge for all pupils.

Behaviour and Attitudes: Outstanding

Strengths	Areas for development
<ul style="list-style-type: none"> • Attendance overall is improving • The school's behaviour management policy is fully in place and is understood and used by all staff • Behaviour management across the school is effective, meaning the school is a positive learning environment • Older pupils are aware of the importance of self-discipline 'promoted' by the Sikh faith. • Pupils are active learners and are fully engaged with their learning • Pupils embrace responsibility and have opportunities to be leaders within the classroom or have whole-school responsibilities, including school council • Our school values, based on the values of the Sikh faith, are embedded throughout the school and can be explained by children • Positive social, emotional and mental health is a part of the curriculum as well as extracurricular activities through use of mindfulness strategies in classes. Mindfulness strategies are offered through an after school club. • Pupils report that they feel safe at school and that they are listened to. • The school actively teaches pupils about bullying and e-safety throughout the year. 	<ul style="list-style-type: none"> • To continue to target families with low attendance so that attendance can remain as high as possible • To review attendance policies and procedures. • Continue to support pupils with self-regulation, using strategies such as Zones of Regulation • To further develop and provide opportunities for children to feedback and discuss what affects them in school (pupil voice) • To continue to develop parents' understanding of the school's behaviour management policy, including Zones of Regulation.

Personal Development: Outstanding

Strengths

- A strong emphasis on positive physical and mental health is evident in the curriculum as well as supporting activities.
- The school promotes an active lifestyle and healthy living. Pupils feel that they are encouraged to make healthy choices.
- Positive relationships between staff and pupils mean that children enjoy coming to school.
- There is good communication between school and home through parents' meetings and workshops
- The curriculum is grounded in children's' experiences and aims to prepare them for the next stage of their academic and social lives.
- Children are given opportunities to lead through extra-curricular activities such as the school council and Mindful Leaders.
- Pupils enjoy taking part in mindfulness practice and say that they use the strategies outside of school.
- A wide range of children are able to participate in of the extra-curricular activities which support our vision e.g. litter picking
- After school clubs and other extra-curricular activities reflect children's interests
- A wide range of trips and visitors are planned for every year group. Wherever possible, the cost to parents is minimal.

Areas for development

- To strengthen links between the Sikh faith and some of the other elements of our curriculum e.g. mindfulness, PSHE
- To further develop and improve our support for pupils' mental health and well-being
- To further improve our promotion of good physical health
- To develop and improve our active travel practices.

Leadership and Management: Good to Outstanding

Strengths

- The school's shared vision and values have been clearly communicated to all stakeholders and given a high profile.
- 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.
- The SLT are aware of the strengths and areas for development in all areas of the school.
- The Headteacher and deputy Headteacher are DSL trained and staff are well aware of the most up to date safeguarding policies.
- Staff development is fully aligned with school priorities and is planned to ensure high standards are met in learning.
- Senior leaders prioritise staff motivation, professional development and well-being, resulting in high staff morale and retention
- The school follows a professional learning community model whereby teachers take responsibility for their own development, supported by colleagues and overseen by senior leaders.
- SENDCos are fully qualified, knowledgeable and experienced
- In virtually all subject areas, subject leaders are well-established and experienced and have a secure understanding of how their subject is taught across the school
- The school has effective policies and procedures in place for the retention and recruitment of staff

Areas for development

- To continue to support governors with their understanding of their roles, so that they are able to better support at a strategic level.
- To embrace and effectively implement the Governing Board review action plan
- To appoint subject leader in Art / DT
- To review and develop the Senior Leadership structure to best meet the needs of the school
- To continue to develop curriculum leaders, ensuring that they have a whole-school overview and have an impact on outcomes in their area of responsibility

Early Years and Foundation Stage: Outstanding

Strengths

- EYFS Leader is experienced in role and has a strong team
- EYFS staff have taken part in CPD to ensure delivery of the framework is consistent
- The EYFS team is experienced in providing stimulating experiences 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 outstanding across the phase
- The systematic teaching of phonics is fully embedded and effective
- Parents are supported and kept informed of the work done in classrooms
- The EYFS space, both indoors and out, is a welcoming and stimulating environment which is well utilised by children.
- Children acquire spoken language and vocabulary skills quickly and are given a wide range of opportunities to practice these skills, as modelled by staff.
- Pupils make strong progress from their starting points.
- There are clear procedures in place to support pupils at transition into both Nursery and Reception

Areas for development

- Continue to share best practice and ensure consistency in planning, teaching and assessment
- Continue to support parents with how best to help their child at home by providing resources and tips for setting routines
- To further develop home to school transition to even better support the needs of the most vulnerable pupils and families