



Khalsa

VA Primary School

Self-Evaluation Form

2021/22

together we shine

Khalsa Self Evaluation 2021/22

Overall Effectiveness: Good

Quality of Education: Good

| Strengths | Next Steps |
|---|--|
| <ul style="list-style-type: none"> The quality of teaching is at least good with several outstanding teachers. 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 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 supported with its implementation There is an established SEND team in place who work effectively to support children across the school Interventions and catch-up measures are carefully planned for and are allocated based on data driven criteria. Home learning, including that done by COVID-affected children, is effectively managed and delivered online. Regular and effective assessments of children's progress ensure that data is 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) | <ul style="list-style-type: none"> To embed our curriculum in computing and music To review the impact of new curriculum with subject leaders To implement an English team, with individuals responsible for reading, writing and phonics To provide more information and resources for parents to support their children at home To ensure there is a more consistent approach to reading and writing across the school To continue to develop staff skills and knowledge through a collaborative approach to professional development e.g. developing 'long term memory' To review the effectiveness of pupil feedback across the school, including how children respond and use feedback To review the use of Recovery Premium and School-led tutoring Grant to ensure that targeted groups of pupils make accelerated progress To continue to support staff through next phase of curriculum development i.e. considering carefully the knowledge and skills required to teach and assess To ensure that best practice is identified and shared with staff effectively |

Behaviours and Attitudes: Good with Outstanding features

| Strengths | Areas for development |
|---|--|
| <ul style="list-style-type: none"> • Pre-COVID attendance was high at 96% (2019-2020) due to proactive monitoring. • Behaviour throughout the school is very good due to specific school focus on behaviour manners and values through assemblies and achievement awards. • Behaviour management across the school is effective, meaning the school is a positive learning environment • Our school values, based on the values of the Sikh faith, are embedded throughout the school and can be discussed 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. • A clear strategy for supporting children who experience difficulties with their feelings and emotions is in place and has documented success. • Pupils feel safe 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 ensure that families with low attendance are targeted so that attendance can remain as high as possible during the pandemic • To review the curriculum and supporting activities so that our values are promoted, understood and acted on • To use, and monitor the use of, our Emotional Literacy Support Assistant (ELSA) every day, with specific children who have been identified by staff |

Personal Development: Good with Outstanding features

| Strengths | Areas for development |
|---|--|
| <ul style="list-style-type: none"> • 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 Eco-Committee and Mindful Leaders. • Pupils enjoy taking part in mindfulness practice and say that they use the strategies outside of school. | <ul style="list-style-type: none"> • To continue to explore and implement ways of enriching the curriculum, even in the midst of the pandemic • To make further links with local organisations - e.g. charities, schools – so that children have more opportunities to learn and put into practice school values |

Leadership and Management: Good

Strengths

- The school's shared vision and values have been clearly communicated to all stakeholders and enjoy 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.
- 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.
- Staff development is aligned with school priorities and is planned to ensure high standards are met in learning.
- The school is moving towards a professional learning community model whereby teachers take responsibility for their own development, supported by colleagues and overseen by senior leaders.
- Governorship of the school is constantly improving with experience; the committees and full governing board are proactive in supporting and challenging the school leadership.
- NQTs receive support from experience middle or senior leaders with regular professional development opportunities.

Areas for development

- To ensure new and existing governors visit the school more often and develop a better understanding of what teaching and learning looks like
- To introduce and use a digital safeguarding system to better streamline the reporting and recording process
- To ensure middle leaders – e.g. subject leaders – are being developed in terms of their understanding of the curriculum and their own leadership skills

Early Year and Foundations Stage: Good

| Strengths | Areas for development |
|---|--|
| <ul style="list-style-type: none"> • EYFS Leader is experienced in role • 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 | <ul style="list-style-type: none"> • 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 |