



Khalsa
VA Primary School

School Improvement Plan

2022 - 23

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.
Together we shine.

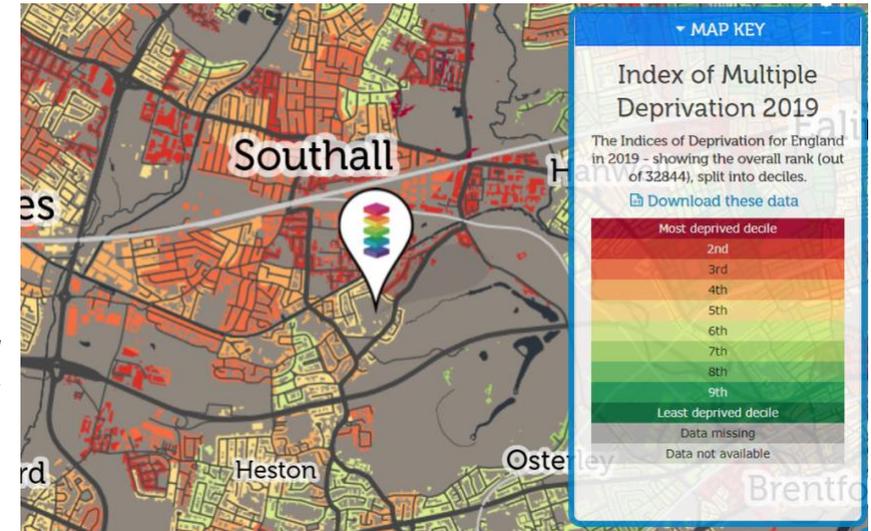
Our Values:

- **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.cdr.ac.uk>



	2020/21	2021/22	2022/23
	Pupils on roll		
Khalsa	426	432	423
National	281	277	277
	Free School Meal Eligibility		
Khalsa	9%	23%	22%
National	21%	21%	23%
	% SEND Support		
Khalsa	9%	9%	10%
National	12%	13%	13%
	%EAL		
Khalsa	91%	90%	90%
National	21%	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 86 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 September 2022

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	Good

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"> Highly effective use of assessment data and other information during transitions and throughout the year Continue to develop our English curriculum Continue to improve teaching and learning across the school
2. Behaviour and Attitudes	<ul style="list-style-type: none"> Establish a shared vision for behaviour and personal growth for everyone in our school
3. Personal Development	
4. Leadership and Management	<ul style="list-style-type: none"> Continue to improve teaching and learning across the school
5. Quality of EYFS Education	<ul style="list-style-type: none"> To embed good practice in EYFS

Key Priority: Highly effective use of assessment data and other information during transitions and throughout the year Overall success criteria: When joining the school, changing class or moving on, all of the appropriate information will be gathered and reported so that a holistic picture of a child's ability, personality and circumstances is presented					
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>
Gather and provide key information for families who are new to the EYFS setting	SLT/EYFS	Prior to Autumn term	Require time for meetings and potential cover costs	<ul style="list-style-type: none"> • EYFS team to meet with parents in Summer term at school • Any new starters to receive same information 	<ul style="list-style-type: none"> • EYFS staff and school leaders will have a better understanding of the support available to children at home, potential barriers to learning and any other potential issues or benefits. • Parents and children will have a good understanding of how they can prepare for school and will have the opportunity to ask questions.
Prepare staff and children for statutory testing and reporting points (EYFS, phonics, KS1, times tables, KS2)	SLT	Start and end of year	CPD time i.e. inset or staff meeting	<ul style="list-style-type: none"> • Appropriate CPD for staff • Additional PPM with Y2 & Y6 	<ul style="list-style-type: none"> • All staff will have a good understanding of what, when and how children are assessed. • Staff are confident in their evidence gathering and preparation processes. • Children are prepared for these assessments in an appropriate way so that they are able to succeed.
Review the assessment and reporting processes throughout the year	SLT	Assessments ongoing, transition at the end of the year	Meeting and CPD time	<ul style="list-style-type: none"> • SLT to produce year overview • Teachers to meet twice with parents and write 1 report 	<ul style="list-style-type: none"> • Teachers will be able to confidently discuss what has been achieved by groups and individuals in their class, where gaps are and what is being done to redress these. • Staff and SLT will find the assessment and reporting process clear, useful and practical. • Parents and children will be clear about progress and attainment throughout the year.
Provide a range of information for children, staff and parents about secondary school	SLT/Y6	Autumn term for choices Spring/summer term for transition	Time for choices fair and discussions with schools	<ul style="list-style-type: none"> • Pupil/parent survey to reflect success 	<ul style="list-style-type: none"> • Children and parents will be able to make informed decisions about a variety of secondary schools. • A transition curriculum will prepare Y6 children for the various differences they may encounter at secondary school.
Ensure secondary schools are aware of the individual needs of some children	SEND/CO/Y6	Spring/summer term	Time	<ul style="list-style-type: none"> • ELSA/Y6 staff to report to SLT on pupils who require extra transition info 	<ul style="list-style-type: none"> • Secondary schools will have a good understanding of the needs of Y6 children with SEND or SEMH issues. • Children, parents and staff are confident that the children will receive the appropriate support in their new schools.

Key Priority: Continue to develop our English curriculum Overall success criteria: Our children can read, write and speak English with purpose and flair					
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 planning, teaching and assessment of key writing skills e.g. grammar, spelling and handwriting	SLT/English Team	Strategic plan in place for Autumn term Monitoring throughout the year	Time (staff meeting/inset) for assessment	<ul style="list-style-type: none"> • HK to monitor planning and outcome • SLT to monitor delivery 	<ul style="list-style-type: none"> • Teachers will plan for specific skills using whole school skills maps. • Ongoing assessment will track progress in key skills. • Children coming up to year groups will have met minimum expectations e.g. for handwriting.
Plan for, moderate and share excellent writing in a variety of styles	SLT/English Team	Throughout the year	Time (staff meeting/inset) for moderation	<ul style="list-style-type: none"> • HK to monitor planning and provide progression overview 	<ul style="list-style-type: none"> • Teachers will plan and teach with a clear purpose and goal in mind, producing excellent outcomes. • Children's books will demonstrate a range of high quality writing which has been edited, redrafted and improved as necessary. • Staff will quality assure the work in their own, and others' books, building up a picture of what good quality writing looks like in different areas.
Develop vocabulary and speaking skills throughout the curriculum	SLT/English Team	Strategic plan in place for Autumn term Monitoring throughout the year	Voice 21 fee CPD time for SF and AS	<ul style="list-style-type: none"> • Termly reports on the impact of the scheme 	<ul style="list-style-type: none"> • Children will be able to use English to express, explain and debate using a high level of language. • At all times, staff will model effective use of language and provide opportunities for children to do so. • Subject specific vocabulary will be planned for, taught and assessed effectively.
Continue to monitor the teaching of reading and phonics across the school	SLT/English Team	Induction for new members of staff before Autumn 1 Monitoring throughout year	Induction time for new staff Monitoring time	<ul style="list-style-type: none"> • AS to monitor and report on the planning, delivery and assessment of reading once per team 	<ul style="list-style-type: none"> • Reading and phonics will be taught in a systematic and highly efficient way throughout the school, according to a clear strategic plan. • Assessment of reading and phonics will contribute to a meaningful body of evidence for teachers and leaders.

Key Priority: Establish a shared vision for behaviour and personal growth for everyone in our school Overall success criteria: All stakeholders understand and share our expectations for behaviour – including learning behaviour - at Khalsa and are able to follow protocols to ensure these are met					
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 and share our behavior policy	SLT	Prior to Autumn 1 Reviewed throughout year	INSET/ staff meeting time	<ul style="list-style-type: none"> • Shared with staff in INSET • Use monitored throughout the year 	<ul style="list-style-type: none"> • All stakeholders are aware of our behavior expectations based on the three golden rules • Staff are able to model these behaviors and 'notice' when children are meeting expectations • Staff are able to deal with negative behaviors in a systematic, calm and positive way • Children are able to discuss the expectations and how to meet them
Target families with persistent absence/punctuality issues to reduce overall rate	SLT/Office	From September Review meetings throughout year	Time for meetings	<ul style="list-style-type: none"> • HT report on absence to governors • Weekly meeting with HT and office 	<ul style="list-style-type: none"> • Families will be aware of the expectations for holidays, weddings etc. • All absences will be explained and justified by parents • Overall absence/punctuality rate will be reduced
Map out learning based experiences which enhance our curriculum	SLT	Autumn 1	Potential costs based on bookings	<ul style="list-style-type: none"> • Planning and outcomes monitoring by SF/Subject Leads 	<ul style="list-style-type: none"> • 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
Provide a diet of extracurricular activities which appeal to our children and enrich their lives in general	SLT	Strategy in place for September, reviewed termly	Costs for instructors etc.	<ul style="list-style-type: none"> • Pupil voice an attendance monitoring by AW 	<ul style="list-style-type: none"> • Children will be able to choose from a range of different experiences during and after school e.g. music, sport, dance • Participation and satisfaction rates will be high

Key Priority: Continue to improve teaching and learning across the school Overall success criteria: Staff continue to reflect on and improve the way in which they deliver the curriculum					
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 planning process for teaching across the curriculum	SLT	Strategy in place for Autumn 1 Monitoring throughout the year	INSET/Staff meeting time	<ul style="list-style-type: none"> • SF to monitor half term planners at the start of each half term 	<ul style="list-style-type: none"> • Planning is a useful tool for teachers and leaders • Appropriate planning is available to parents and other stakeholders in a timely fashion. • Teachers are clear and specific about the knowledge skills and vocabulary that are to be taught in a unit, as well as the expected outcomes. • Teachers are confident in sequencing lessons to deliver all of the above, with necessary and relevant experiences to support learning.
Ensure the planning, delivery and assessment of the curriculum is inclusive for SEND pupils and other key groups	SLT/SENDCo	Strategy in place for Autumn 1 Monitoring throughout the year	Staff meeting time	<ul style="list-style-type: none"> • SENDCo meetings with SLT • Regular progress reviews and reports with teachers and parents 	<ul style="list-style-type: none"> • All staff are able to talk confidently about how their curriculum is inclusive. • Whole school strategies are implemented in a clear and consistent way • All stakeholders understand the progress made by individuals or groups, can identify barriers to learning and address these.
Provide clear processes for staff development for our professional learning community	SLT	Strategy in place for Autumn 1 Feedback opportunities throughout the year	INSET/Staff meeting time Investment in recording equipment (tripod and memory cards)	<ul style="list-style-type: none"> • SLT reporting on observations, book looks and pupil voice 	<ul style="list-style-type: none"> • Staff have regular opportunities throughout the year to observe themselves and each other in a supportive and reflective way. • Staff are able to improve by reflecting on what they have noticed in their practice and that of others. • Staff are clear about the way in which their performance will be assessed, when this will be done and how it will be managed.

Establish a system of review and supportive coaching for individual staff	SLT	Strategy in place for Autumn 1 Feedback and meeting opportunities throughout the year	Time for staff to meet with SLT Potential coaching CPD	<ul style="list-style-type: none"> Tracking of progress for each staff member throughout the year 	<ul style="list-style-type: none"> Staff will receive regular feedback on teaching and learning from SLT using coaching strategies. HT will maintain executive overview and have regular supervision meetings with staff to reflect on monitoring and general progress. SLT will maintain general oversight of quality of teaching and learning in the school.
Continue to build up a collection of resources to support teachers and parents	SLT	Ongoing Site and workshops ready for September	n/a	<ul style="list-style-type: none"> Year group and skill specific workshops with feedback and attendance Parent information site to be shared with parents with feedback gathered 	<ul style="list-style-type: none"> Staff will have reference points for effective teaching and learning strategies e.g. effective use of working walls New members of staff can use the CPD Site and Teaching and Learning Policy to better understand the expectations of their practice Key information will be provided for parents which can be accessed from home.
Refine the roles of, and systems in place for, subject leaders	SLT	Strategy in place for September Regular monitoring throughout the year	Regular time for leaders to meet and monitor their subjects	<ul style="list-style-type: none"> Subject leaders to report termly on their activities 	<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.

Key Priority: To embed good practice in EYFS Overall success criteria: The EYFS framework is fully embedded and adapted to meet the needs of our children					
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>
Continue to refine the way in which staff plan for activities in the long, medium and short term	SLT/EYFS	Strategy in place for Autumn 1 Monitoring throughout the year	CPD time for MD	<ul style="list-style-type: none"> MD and SF to check planning at the start of each term and feedback 	<ul style="list-style-type: none"> Planning for activities inside and outside of the classroom is consistently effective across the phase. Planning is available to leaders and parents as necessary.
Ensure the standard of activities available to children is consistently good	SLT/EYFS	Strategy in place for Autumn 1 Monitoring throughout the year	Monitoring time for MD	<ul style="list-style-type: none"> MD and SF to carry out regular learning walks with feedback 	<ul style="list-style-type: none"> The EYFS setting will reflect the planning in a consistently engaging and exciting way. Plenty of opportunity for play and explorations will be given every day, inside and outdoors, year round.
Induct new members of the team into the phase	SLT/EYFS	Prior to September/September	Potential time for MD	<ul style="list-style-type: none"> Feedback from monitoring Meeting with headteacher 	<ul style="list-style-type: none"> New members of the EYFS team understand the processes of planning, teaching and assessing children's progress from the start of the year.