

Self Evaluation



Sheet Primary School...making a difference for every child

Sheet Primary School

Sheet Primary School, Sheet, Petersfield GU32 2AS

Tel: 01730 263310

Email: admin@sheet.hants.sch.uk

Website: www.sheetprimaryschool.co.uk

Number on Roll: 111

Headteacher: Julie Robinson

September 2025



Rail safe friendly
GOLD award
2024



Sheet Primary School Self-Evaluation Form 2025



The School's Context

Sheet Primary School is a rural community school for children aged 4-11. The majority of the children who attend come from the village of Sheet or the surrounding villages, with some parents choosing to send their children here from the nearby town of Petersfield. Children come from a wide range of socio-economic backgrounds with very little ethnic diversity (the majority of children are white, British). The school is well supported by parents and the community with a strong PTA. At present, children are divided into 4 classes of mixed age and ability. There are 2 full-time teachers, 4 part-time teachers and 6 teaching assistants supporting children's learning. The school was judged to be: **Quality of Education:** Good, **Behaviour and attitudes:** Outstanding, **Personal development:** Outstanding, **Leadership and management:** Good, **Early Years provision:** Good, during its most recent OFSTED inspection in January 2025.

The **class structure** is as follows:

Robins Class – Rec/Y1 (19 children)

Kingfishers Class – Y1/Y2 (29 children)

Hérons Class – Y3/Y4 (30 children)

Kestrels Class – Y5/6 (33 children)

Strengths:

- **Pastoral care** is very strong and children are encouraged to take on responsibilities around school such as being a corridor monitor, GEMS Leader and member of the School Council. Each year we have two **Head pupils**. Every child is assigned a **buddy** from the moment they start at the school and throughout their time here - this encourages a real community feel where older children support younger children really well.
- We encourage all children to lead a healthy lifestyle and uptake of the wide range of **sporting opportunities** and **extra-curricular clubs** is very high - including children from vulnerable groups who are carefully tracked to ensure they are making the most of these opportunities. Additional sports activities run before school. The school performs to a high level in many areas of **competitive sport** (football winners, a popular girls' football team, Cross Country races and Swimming gala champions). We partner with Bohunt Sports Partnership which offers weekly training and competitive inter school games experience. We take part in the **daily mile** and run frequently on our new running track.
- The school provides healthy school lunches and children learn about **healthy eating** through activities such as cooking in our Design & Technology lessons and our PSHE lessons. We discourage children from bringing in un-healthy snacks and birthday treats and have other ways of celebrating birthdays.
- **Music provision** is a real strength of the school. Children have the opportunity to learn a wide range of instruments including: ukulele, flute, guitar, drums, piano and violin. The school choir perform at local events including the Harvest Festival in our local church, the Petersfield Festival and the O2 Young Voices Festival. Children in Years 3 and 4 receive Hampshire Music 'Listen to Me' sessions annually, learning keyboard, percussion, ukulele and have the opportunity to perform to the whole school. Every class in the school takes part in a stage production each year, building confidence and self-esteem. The Performing Arts are a core part of the school curriculum at Sheet.
- There are a **wide range of enrichment activities** provided through the school's creative curriculum. Every half-termly topic involves an educational visit or a visitor into school to enhance the learning. Recent Sheet projects designed by the pupils have included 'road safety', 'railway safety' and '**children's mental health and wellbeing**'



Sheet Primary School Self-Evaluation Form 2025



Awards:

Sheet Primary School holds a number of awards in recognition of its work in specific areas: Railway Safety, music provision, arts provision.

Current Areas for Development:

- **School Improvement Plan** SIP priorities are as follows, these will be reviewed termly.

1. Quality of Education

Intent:

Our intention is to provide children with a broader understanding of the world around them and the different cultures and beliefs which exist both in this country and across the world. Our school's creative curriculum has been put together carefully in consultation with the children, staff and governors of the school. It is designed to be exciting and challenging for all learners, regardless of their abilities or backgrounds, and to provide all children with the knowledge and skills they need to enable them to succeed in their future lives and careers. Our school is situated in a rural part of Hampshire with very little diversity in its population.

The school use **Zones of Regulation** and **growth mindset** as a vehicle for helping the children to become powerful learners – there is a focus on understanding emotions, regulating and applying knowledge and skills to new areas of learning. These skills are displayed in all classrooms, and referred to by both children and staff alike as a route to success.

The curriculum is adapted to meet the needs of children with SEND and is aimed at being as **inclusive** as possible so that all children feel engaged and supported to access the learning in a way that meets their individual needs. Children are encouraged to become independent learners and learning is adapted so that all learners can be included and thrive.

Our curriculum aims to cover the full range of objectives outlined in the National Curriculum through a cross-curricular approach, giving it relevance and to help make the learning stick. A fairly new initiative is 'My Happy Mind' which is grounded in scientific research and helps children to:

- Feel happier
- Know what to do when they feel worried or stressed
- Improve their focus and learn more
- Achieve more of the goals that they set for themselves
- Develop better relationships with friends and families
- Feel great about who they are and have positive self esteem

Implementation:

The teachers are encouraged to use their own creativity, the interests of the children in their class and the learning potential of the locality to plan exciting **cross-curricular learning** to meet the children's needs. This learning is then linked in with the National Curriculum expectations to ensure progression across year groups through a sequence of learning with an appropriate level of challenge for each year group. We use a two-year rolling programme from which each class topic is planned.



Sheet Primary School Self-Evaluation Form 2025



The learning environment forms a key part of our school curriculum and is used effectively to support the learning in each topic. Through well-planned, stimulating activities, the children acquire a strong skills-base upon which their learning can develop. Teachers make excellent use of **visits to local areas of interest** as well as inviting visitors into the classroom to provide enrichment and immersion in the topics taught. Our working walls are used fully to inform, celebrate and make use of by children and adults alike.

Teachers have a good awareness of each child's needs and tailor their learning accordingly. There is good use of questioning and opportunities for speaking and listening through discussion, paired/group work, role-play etc. Teachers make good use of their strong subject knowledge although they are **reflective** and are constantly looking for ways to improve their practice. The Headteacher and subject leaders carry out **monitoring** regularly, observing lessons, talking to children and looking at their books to ensure there is **consistency of expectations, challenge and progression** across the school. **Marking** provides constructive feedback about successes and areas for development, we tend to 'live mark' in a lot of lessons, providing verbal feedback.

Phonics are taught discretely in class on a daily basis in the EYFS and KS1. In addition, spelling is taught daily in Year 2 and KS2.

Children with SEND are well supported through targeted use of resources such as teaching assistants in class and intervention programmes which are tailored to suit children's needs. Where additional support from other agencies is required, parents are fully involved in this process from the beginning. Multi-agency meetings may be held to establish a programme for how the school and outside agencies can best support a child with particular needs - see the school's SEND policy, SEND report and local offer, for further details. The school prides itself on the level of support given to children who are vulnerable for whatever reason and we work closely with parents and the **school nurse, Educational Psychologist and other necessary outside agencies** to make sure all children are well supported. As a result of this outstanding support, children who receive Pupil Premium funding experience enrichment such as free music tuition, free clubs, free trips and free additional interventions.

Staff training on inclusion has been in priority recently as demonstrated by our INSETs, CPD and twilights on behaviour management, whole school phonics training, using maths stem sentence language, County Inclusion project and in house training and support from our SENCo and Educational Psychologist on different aspects of neuro diversity such as dyslexia, SEMH, autism etc. This has enabled staff to become better skilled at supporting our pupils with difficulties faced in their learning. As a result, no child is left behind and all children make progress. Continuous Professional development continues to be a high priority and many subject leaders have attended training in their subjects. Teachers disseminate information from courses to the rest of the staff during staff meetings.

Teachers help their children to remember what has been taught by checking their learning and understanding through low stakes quizzes, recapping on previously taught areas, providing memorable experiences such as visits, making learning interesting and enjoyable and giving specific feedback so that children know how to improve and what the next step is.

The school enables children to make an outstanding **contribution to the community** through activities such as the choir performances, organising charity events, hosting community events, parent information evenings, running the book fair, Book Swap and other fund-raisers etc. Regular whole school topics and themed days/weeks such as Book Week, E-Safety Day, Mental Health Week and Careers Day provide further enrichment opportunities. **Further examples can be found on the school website which provides a comprehensive evidence base for the wide range of activities experienced by the children:** www.sheetprimaryschool.co.uk.



Sheet Primary School Self-Evaluation Form 2025



Homework is adapted by ability where possible, and expectations in the amount of homework increases as the children progress through the school. Children are encouraged to develop their skills as independent learners in lessons as well as through homework projects and activities which develop their understanding of a range of topics and skills.

The school works closely with Stepping Stones Pre-school in the village, to ensure there is **smooth transition** from Pre-school to Reception. We also provide an **After-School Club and Breakfast Club**, through JC Sports, which is popular with parents. The school works closely with The Petersfield School - Secondary school as part of the Petersfield Area School Group which includes transition projects to maintain children's good attainment at Y7.

The vast majority of children make excellent progress and learn well. They are very motivated to learn and pupil survey results highlight children's enjoyment of school. Children are tracked closely and the attainment of every child in the school is discussed at half termly **Pupil Progress Meetings** between teachers, the SENCo and the Headteacher. Successes are highlighted and used to share good practice as well as any identified barriers to progress. Children who are making less than expected progress are then discussed further with plans put in place to support them e.g. parent meetings, intervention, 1-1 tutoring and/or additional classroom support or small group work. Intervention is closely tracked to ensure maximum impact and cost effectiveness.

Clear assessment procedures have been implemented by the school to track children's attainment and progress through the curriculum. Teachers meet termly to moderate their writing assessments and share the children's outcomes. Data is shared termly with the governing body and discussed/scrutinised at Curriculum Governor meetings. The EYFS teacher, the Y2 teacher and the Y6 teacher each attend external moderation meetings to ensure consistency of expectations and assessment. The school's last external moderation for KS2 writing in 2025 was very successful and all judgements were agreed upon. In addition, the school was successfully moderated for EYFS outcomes in 2021.

Impact:

The wide range of topics studied across the school provides children with the detailed knowledge and skills needed to succeed and prepares them well for their future learning. Our learners are engaged with their topics and work hard to develop their knowledge through their enthusiastic approach to school. They use the school's growth mindset to apply their learning in a range of different contexts.

Pupils are keen to take on positions of responsibility and make good use of the opportunities provided in school, such as being a GEMS Leader (House Captain) or class rep on the school council. This contributes to the development of well-rounded and confident learners who are well-prepared for the next stage of their education.

My Happy Mind impact:

The data below comes from the staff surveys the team completed throughout the programme:

- 100% of teachers said they have seen the self-esteem and confidence of their children improve from using myHappyMind so far.
- 100% of teachers said they have seen children expressing gratitude for people around them and for experiences
- 100% of teachers said they are noticing more gratitude being shared in their classrooms.
- 100% of teachers said their children have a better understanding of the importance of positive relationships and how to build them.

We've also received these lovely quotes from our team:



Sheet Primary School Self-Evaluation Form 2025



“The children really enjoying spotting their own and others' strengths.”

"They have really enjoyed sharing their experiences of gratitude."

"The children are more aware of being grateful.”

"It has helped our Reception children to listen more in the classroom.”

It's great to see the programme is having a positive impact on our whole school community.

The school's creative approach to learning ensures that children experience a wide range of enriching activities. As a result of this, children are learning to apply their key skills to other areas of the curriculum.

<https://www.compare-school-performance.service.gov.uk/school/115946/sheet-primary-school/primary>

<https://www.analyse-school-performance.service.gov.uk/2023/School/KeyStage2/115946>

July 25

2025 Key Stage 2 Results:

Attainment at Year 6 in 2024	School Test Scores	National Average
Students who were Secure in all 3 of Reading, Writing and Mathematics	73% (11/15)	62%
Students who were working at greater depth in all 3 of Reading, Writing and Mathematics	20% (3/15)	8%

Reading at end of KS2 in 2024	Tests		
	Number	Percent	Compared to National
Students who were secure in Reading	12/15	79%	75%
Students who were working at greater depth in Reading	6/15	40%	33%

Maths at end of KS2 in 2024	Tests		
	Number	Percent	Compared to National
Students who were secure in Maths	9/15	74%	74%
Students who were working at greater depth in Maths	3/15	20%	26%

Writing at end of KS2 in 2024	Teacher assessment		
	Number	Percent	Compared to National
Students who were secure in Writing	13/15	87%	72%
Students who were working at greater depth in Writing	2/15	13%	13%



Sheet Primary School Self-Evaluation Form 2025



Spelling, Grammar and Punctuation (SPaG) in 2024	Tests		
	Number	Percent	Compared to National
Students who were secure in SPaG	11/15	73%	72%
Students who were working at greater depth in SPaG	2/15	13%	30%

Multiplication Test Year 4 in 2024	Tests	
		Compared to National
	Ave Mean Score	20.6
	21.4	20.6

Y1 PHONICS Screening Check in 2024	Number	Percent	National Average
TREND: 2019 94% 2022 94% 2023 93% 2024 94% 2025 100%			
Students who achieved the expected standard in phonics	16/16	100%	80%
Average Score	40		32
Student in Year 2 re-takes	0/1	0%	

EYFS	Number	Percent	National Average
TREND: 2021.22 73%, 2022.23 71%, 2023.24 81% 2024,5 72%			
Students who achieved the expected standard in EYFS (GLD)	12/16	72%	68% '25



Sheet Primary School Self-Evaluation Form 2025

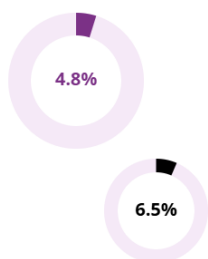


2. Behaviour and Attitudes - Rated 'Outstanding'

- Almost all pupils behave extremely well inside and outside of lessons. Feedback from pupils states that they enjoy their learning and almost all children have a very positive approach to school. Expectations of behaviour are high across all aspects of school life and staff apply these expectations fairly and appropriately. This was confirmed by Ofsted's recent judgement of 'outstanding'.
- The school encourages **high expectations of behaviour** through a whole school approach to positive behaviour management. Rewards and positive praise are used extremely well by all staff to create an ethos of care and support for one another – this is also strongly reflected in the way the staff treat their colleagues, everyone is part of a team where everyone is valued. Parents are invited to the school's weekly **Friday Celebration Assemblies** where children are rewarded in a wide range of different ways for good behaviour and effort – attendance by parents is high. Children are rewarded for demonstrating some of the **school values Positivity, respect, effort, courage and kindness**. The GEMS teams work together to earn GEMS points for their team with a whole team reward at the end of each term. Children are also encouraged to share awards/certificates they may have achieved in out-of-school activities or indeed to vote for a classmate!
- Pupils' behaviour towards, and respect for, other young people and adults, is excellent. They look out for each other and support their peers well. There are almost no incidents of bullying and those that do arise are quickly dealt with. Children volunteer readily for positions of responsibility and are keen to help others. The **'Gems leaders'** support younger children at break times and lead by example.
- Pupils' **attendance and punctuality is generally below national averages**. There are systematic procedures in place to deal with poor attendance, should it occur, as well as rewards for very good attendance each term. Children with high attendance receive additional team points and book vouchers at the end of the year. Almost all children are punctual and arrive at school ready to learn. Systems are in place to deal with poor attendance should it occur and involvement of the Education Attendance Officer or team around the school may be used where appropriate. Like other schools, children's attendance has been affected during times of high illness after the return from the pandemic – this is slowly improving bringing it back close to pre-pandemic levels.

Autumn and Spring 2024.5 data

OVERALL ABSENCE



The percentage of sessions recorded as an absence in your school is **4.8%**, a total of **659 session(s)**. Absence in your school is **1.7% lower** than the national percentage of **6.5%**. This is also **1.0% greater** than the percentage of the previous year in your school of **3.8%**.



Sheet Primary School Self-Evaluation Form 2025



3. Personal Development – Rated ‘Outstanding’

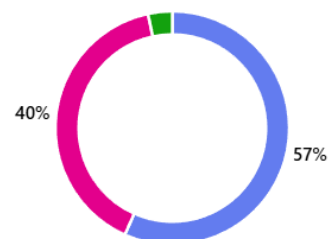
- The school offers a **wide range of extra-curricular clubs**. We believe that when children are part of a club at school they become more invested in school life and this has a positive impact on their **wellbeing**, their **self-esteem** and consequently, their **learning attitudes**. We are very proud of our clubs and enrichment provision and the children respond enthusiastically to this provision. Clubs on offer include: choir, Spanish, craft club, cartoon club, football club, cross country, cricket and rounders.
- The school provides a **wide range of leadership opportunities** for the children through roles such as becoming a **GEMS leader**, , a club leader, a parents’ Evening host, an **open morning guide**, a **class rep** or member of the **school council**, etc. Children are given guidance and training for each of these roles and are very proud to be appointed – they are also rewarded for their efforts. Children are involved in the appointment of new staff such as interviewing for a new Headteacher and teachers. Children’s personal development overall is outstanding.
- Each **Year 6 child has a ‘buddy’** from the reception year group. Buddies work and play together in a number of different activities during each term, such as reading together, storytelling, learning playground games, lining up at end of break times. The school is extremely proud of the way the older children care for the younger ones around the school!
- The role of the **School Council** is voted for by the children through a **democratic election** process. Children must form a campaign whereby they create a poster and prepare a speech for their class to persuade them to vote for them. All children are encouraged to vote and direct reference is made to democracy forming a key part of our **British Values** in the elections and assemblies.
- The school promotes equality and diversity through RSE and our curriculum as a whole, where global citizenship is seen as a positive part of life, valuing differences and **celebrating diversity in all its forms**. We celebrate **neurodiversity week** annually. We are part of the **Hampshire Equality and Rights Advocates** for the second year.
- **Pupil surveys suggest that children feel very safe at school**. E-Safety forms a core part of the Computing curriculum and children learn about how to stay safe on-line each half-term as well as during the school’s E-Safety Day. The school participates in the **NSPCC assemblies and workshops** with as part of the **‘Speak out, stay safe’** programme.

3. Leadership and Management – Rated ‘Good’

4. The school is led and managed well (0 point)

● Strongly Agree	34
● Agree	24
● Disagree	0
● Strongly disagree	0
● Neutral	2

Parents Survey July 2025





Sheet Primary School Self-Evaluation Form 2025



- **Strong leadership** is evident by all leaders at the school. Each teacher leads at least two subject areas and plans enrichment activities for the whole school as well as monitoring and tracking the learning across the school. English and Maths Subject leaders carry out termly book scrutiny, lesson drop-ins and discussions with children to gain an insight into their subject across the school. Subject leaders lead staff meetings and champion their subjects including supporting staff in CPD and pupil progress meetings. **Staff training** across different subject areas has been made a priority as part of the current SIP to ensure that all staff have up-to-date skills in delivering the curriculum to a high standard. Governors make regular visits in to school to monitor each of the subject areas and feedback to the full governing body.
- Any **outside agency** reports are shared with immediate staff and wider staff if necessary. **Inclusion folders** are visible in all classrooms outlining any vulnerable child in the room. These also contain ISP, IEP and One Page Profiles. Headteacher and SENCo have a folder containing all ISPs and OPPs as do MMS via staffroom noticeboard. Provision maps are completed by class. **ELSA** evaluations are completed by ELSAs and teachers report on application of intervention into classroom.
- Progress of the SIP is carefully **monitored by Governors** and regular feedback is given to the Headteacher by the Governor working parties. Each governor is responsible for monitoring one or more curriculum subject areas.
- **School to School support** also takes the form of regular meetings with local Headteachers as part of **our 'Small Schools Group' East Hants Heads and Petersfield Area Schools**. Staff also have regular meetings with their small schools counterparts where they can discuss challenges, share good practice and moderate together. The 6 headteachers in the 'Small School Group' work together to support each other and offer some challenge too – much like a critical friend role. This has proved very effective in each school and has had an impact on each school's practice.
- **Monitoring is rigorous** and there are strong systems in place to track pupils' progress - as a result, all staff have a clear picture of every pupil's needs and ensure they are well supported. Regular monitoring is carried out by subject leaders as part of sharing good practice and monitoring learning. This has created a more cohesive approach where learning strategies are shared by all staff. The curriculum is closely monitored by the subject leaders and there is a drive for breadth and balance, providing a wide range of opportunities for the children. Pupil Progress meetings each term highlight good progress and those children who may require intervention to make improved progress. Tracking data is used as part of these discussions to highlight any issues.
- The **governing body carries out its role effectively**. Governors are knowledgeable and strongly support the leadership's drive for excellence. They carry out their role as **'critical friend'** by asking appropriately challenging questions in meetings and during visits into school as well as holding leaders to account for their actions and ensuring all statutory duties (e.g. safeguarding training) are carried out thoroughly. Each Governor is allocated an area of the curriculum to monitor and this has become the focus of Governor visits into school. **Pupil Premium spending and Sports Premium spending is closely monitored** and the Headteacher reports on the progress of PP children each term at governor meetings as well as the impact of the Sports Premium spending. The safeguarding governor takes his role very seriously and meets with the Headteacher to discuss protocol and policy matters, as well as monitoring the Single Central Record – he is up to date with his safeguarding training to enable him to carry out this role effectively.
- The school **communicates well with parents and carers**, involving them in their children's learning, for example in giving them information sessions about Internet Safety, Reading, SEND, Phonics, SATs and Maths strategies. Regular meetings and open day sessions are set up with parents to involve them as much as possible in their children's learning. Events such as 'Mother Day Lunch, Fathers Day Lunch, grandparents Day lunch' and 'Story Sharing' sessions are well attended by those parents who take a keen interest in their children's learning. Weekly sharing assemblies are very well attended by parents who enjoy sharing in the children's successes.



Sheet Primary School Self-Evaluation Form 2025



- Productive **links with other schools** in the local Community Learning Partnership provide additional opportunities and make use of expertise from local schools for activities such as Gifted and Talented Days, staff training, INSET training and sporting events. Strong links within the local community are forged, such as the local farms, the community garden, Sheet Parish Council, the very strong PTA (FOSS) and local businesses sponsor projects in school. An example of this excellent support is the annual Village FIREWORKS fundraiser which raises around 75% of the total fundraising revenue each year and is led by the PTA.
- The school community is highly inclusive with pupils from different backgrounds getting on exceptionally well with each other. Not only are pupils fully engaged in the local community, for example in charity work, but they also have a strong awareness of different cultures developed through their **PSHE Jigsaw** scheme of work. **British Values** are promoted in whole school assemblies and through a wide range of British Values posters displayed around the school. These values are shared and discussed during circle times and events such as School Council Leader Elections. The school is very inclusive, with no discrimination evident; every pupil is valued and given the encouragement and support to succeed.
- **Safeguarding procedures are robust**, and both staff and pupils are very conscious of appropriate procedures. The Headteacher (DSL) and Senior Teacher (DDSL) have attended all appropriate safeguarding training to Level 2 and **all staff are trained in Level 1 'Introduction to Child Protection'** annually (including PREVENT) et. and have read the document 'Keeping Children Safe in Education'. Safeguarding is placed at the beginning of every staff meeting agenda and any specific concerns are shared and discussed by staff. The Safeguarding Lead receive safeguarding update meetings each term. Background checks for all staff, governors and volunteers are carried out systematically as well as a **clear induction process**. The Single Central Record is checked monthly by the DSL, with governor checks termly. Vulnerable pupils are very well supported by the school. Any concerns are referred quickly to the appropriate agencies to ensure support for the child concerned. Governors support this process and the safeguarding governor meets regularly with the DSL to discuss safeguarding matters and check the SCR.
- **Staff well-being** is closely monitored by the leadership team and there exists a culture of openness and sharing of concerns wherever possible. Amongst the school community there is a strong emphasis on teamwork and everyone working together towards a **shared vision**. Staff questionnaires indicate that all staff enjoy their work, are confident in their roles and are clear about what is expected of them. Workload of teachers is managed by ensuring that PPA time is a priority and takes place every week for class teachers. A **Home-School-Child Agreement** emphasises the need for respect of staff and that harassment will not be tolerated. Regular feedback through appraisal, staff reviews, whole staff meetings and 1-1 support ensure that all staff communicate well and feel valued. **CPD is carefully planned** and rolled out to other staff where appropriate. All staff are involved in training opportunities e.g. whole staff INSET training, TA training in SEND, annual safeguarding, 1st-aid, etc. thus ensuring that the school's capacity for sustained improvement is very strong.

5. Early Years – Rated 'Good'

Attainment and progress at the end of Reception

- Evidence from observations and the result of the 2021 moderation, indicates that **teaching in the EYFS is strong**.

Provision

- Nursery / pre-school settings are visited by EYFS team, home visits completed as well as SENCo input and proactive support strategies put in place before children start. SENCo attends initial welcome meeting and is visible from the outset of the school journey. Footsteps for EYFS takes place in the summer term including the Teddy Bears Picnic and introduction to their Buddies



Sheet Primary School Self-Evaluation Form 2025



- The curriculum is carefully planned to meet the needs of all the children based on regular assessments of their level of development. Children are encouraged to play actively and be independent in their learning, for example: they improve their co-ordination through planned daily 'dough-gym' and 'Funky Fingers' exercises which support their early writing development and their daily phonics sessions. The EYFS setting is well resourced both inside and outside providing a highly-stimulating environment. There is a refurbished (Nov 2020) soft-surface outdoor play area allowing for 'Free-Flow' play during activity sessions where appropriate. Our outside area has a canopy to allow for all-year-round use and is a print-rich environment with many literary displays and opportunities for mark-making such as the phonics signs, writing shed and chalk boards. This area is constantly being improved with funding from the PTA.
- The well-planned curriculum provides **a wealth of enrichment experiences** for the children such as **visits to local places of interest** and **visitors invited in** to talk to the children.

Phonics

- Phonics is taught daily following a DfE endorsed phonics scheme – Little Wandle. **Children's attainment in phonics is strong.** Termly assessments ensure that children can **keep up or catch up through interventions.** All children make at least good progress with their phonics. Strategies for teaching phonics are shared with parents through phonics evenings and providing information sheets/ideas for helping their child at home.

Assessment for Learning

- A balance between child-initiated and teacher-directed learning ensures children have an enthusiastic approach to their learning from the start. A carefully planned curriculum, which links to the whole school focus, allows for children's interests to drive the class topics. The EYFS teacher evaluates the assessment data to review the environment and classroom provision to ensure that focused areas of learning are targeted. Children's progress is assessed as they learn and is recorded against the areas of learning – these assessments are used to inform planning in order to meet the children's needs. Children learn well as a result.

Engaging Parents

- The school works closely with families to ensure that all children make good progress and have a positive start to school. Regular parent meetings ensure parents are kept informed of their child's progress and teachers use 'tapestry' to share children's achievements with parents. Parents are encouraged to be fully involved with their child's learning through daily interaction with the class teacher and the classroom as well as attending information evenings such as the Phonics and Reading evening. Parents are encouraged to add comments to their child's learning journeys and add to them. Children are provided with a 'starting school pack' at their induction evening where they meet their fellow parents and have the opportunity to connect with them before they start school, filled with resources to help the children prepare for starting school. Evaluations and written feedback from parents indicate that these have been effective in supporting the children with basic skills and preparing them for school.

■ **Behaviour and Safety of Pupils**

Children learn appropriate behaviour for learning through clear routines, high expectations and good pastoral support. They learn to co-operate and share with each other very well. They learn safe working procedures appropriate to their age for the classroom and outdoors e.g. e-safety sessions, and carrying equipment safely. There is a culture of acceptance in terms of each other's differences and children learn to value each other as individuals. The school buddy system helps new children to settle quickly into the school community and they are well supported by their peers in class and on the playground. This is a real strength of the school and parental feedback supports this. Safeguarding procedures are robust and in line with DfE guidelines – safeguarding is discussed at every staff meeting and is always on the agenda so that there are regular opportunities to discuss concerns. The teaching staff work closely with parents to ensure children are well supported with their behaviour



Sheet Primary School Self-Evaluation Form 2025



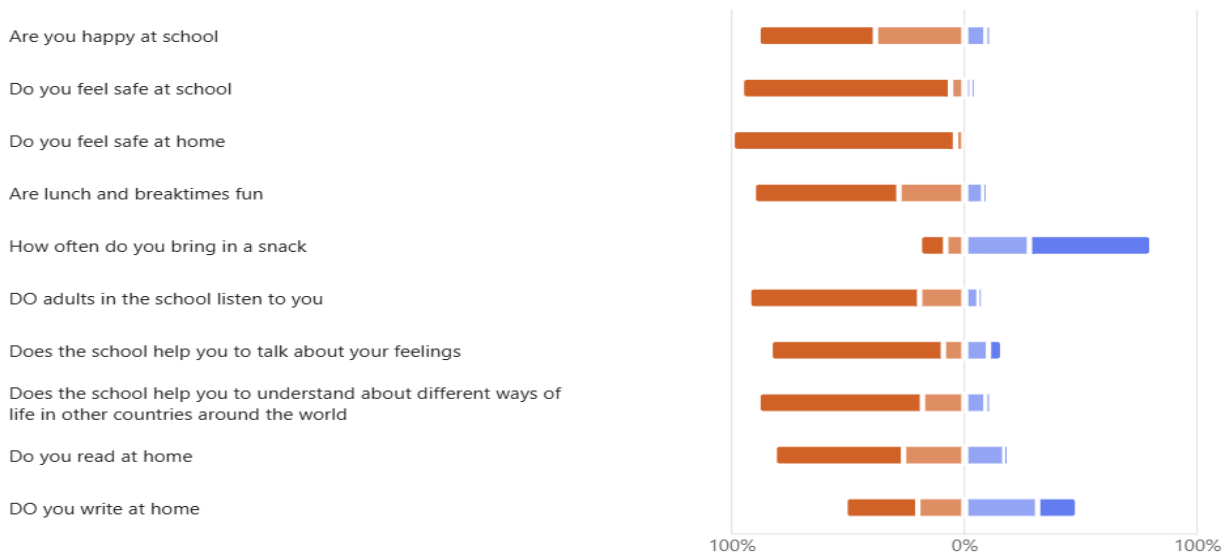
and to ensure they are safe. E-Safety forms a core part of the early years curriculum and children are encouraged to be safe on-line using fun and engaging songs, stories and rhymes.

Leadership and Management of the Early Years

- The Early Years leader works closely with the Headteacher to monitor and track children’s progress in the EYFS. An action plan is written in response to data to prioritise areas of learning in the classroom environment. Termly meetings are held between the leaders of each setting. The EYFS leader attends cluster meetings with staff from other settings in the area as well as moderation meetings for the Early Years. The school was last moderated in July 2021 and achieved a very successful outcome.

Pupil Survey results July 2025

● Yes all of the time ● Most of the time ● Some of the time ● No



6. Overall effectiveness

Sheet Primary School provides a standard of education which is consistently good with outstanding elements to it’s provision for our children. Progress measures and teacher assessments are usually above national averages and particularly high in phonics. There has been a significant amount of work put in to ensure that children’s attainment in the SATs at KS2 remains above the national average along with the number of children exceeding the phonics threshold and those reaching a good level of development in the EYFS.

Throughout the school, pupils learn well in lessons, reflecting good and often outstanding teaching, and pupils’ own very positive attitudes towards school. Teaching in all classes is at least good – the school regularly shares good practice between the teaching staff and continues to identify strengths and areas for development. Good teaching in the school is typically characterised by excellent classroom management and an emphasis on pupils learning actively and independently. The school works closely with other schools in the locality to share good practice and expertise.

The school has many outstanding features, notably the high quality of pupils’ personal development, excellent pastoral care, the exciting curriculum on offer and the wide range of extra-curricular activities provided.

Pupils’ behaviour is often exemplary. Pupil feedback states that they feel safe and make a very strong contribution to the school and wider communities, and their spiritual, moral, social and cultural development is outstanding. The



Sheet Primary School Self-Evaluation Form 2025



school ethos is built on British Values which are embedded into assemblies and other areas of learning. Children are encouraged to take on a wide range of responsibilities in school such as GEMS leaders, parents evening hosts etc which help to develop confidence and independence. Pupils enjoy coming to school from the moment they join the Early Years Foundation Stage. Their good progress begins at this point and is maintained throughout the school. Pupils are enthusiastic about the curriculum, especially the topics, which effectively develop pupils' skills and also their knowledge of the local area and the wider world. This has been endorsed by our recent Ofsted report January 2025.

Children with additional educational needs are well supported and usually make at least good progress – all children benefit from the inclusive ethos of the school and the outstanding care, guidance and support that underpin their personal development. Children entitled to pupil premium make at least as good progress as their peers and their support is well planned to ensure they are on track.

Monitoring (such as learning walks, child interviews, book scrutinies and lesson observations) from the Headteacher and by the subject leaders ensures consistency and progression across the school. Parents evenings give reference to targets and progression and the end of year report supports this process further, giving reference to children's progress against their targets. Parents and carers are very supportive of the school. Typical parental comments in questionnaires were: *'We love Sheet School. Excellent staff who are caring and kind. Thank you for all you do!'* and *'Sheet school has been brilliant for my three boys... outstanding school and teachers.'*

There is effective school-to-school support through the Street and Petersfield community learning partnership, consisting of many schools, with a variety of groups of schools working together. The headteacher is part of a group of 6 schools.

The school's rigorous drive for improvement and the cohesive nature of the school community demonstrates that its capacity for sustained improvement is at least good. **We believe our school remains a good school with outstanding features.**

A parent comment from our annual questionnaire July 2025

I'm impressed by all the extra curricular offerings, both at school and with other local/regional schools. Our family values the variety of learning at Sheet Primary both of core academic subjects but also music, art, religious education, etc that takes places in the classroom and outside. Our child is thriving at Sheet and has noticeably improved since the beginning of the year. The weekly newsletter could be more concise yet keep its positive, sunny spirit. We like that there a real since of leadership at the top with real interest and care on difficult topics like mobile phones, toxic masculinity culture, behaviour. Thank you for the opportunity to give feedback and for your dedication to supporting our child's education!

Our vision is a caring community where all children feel safe, respected and encouraged to develop their fullest potential