

Khalsa College London Day School

Independent school standard inspection report

DfE registration number	310/61083
Unique Reference Number (URN)	135334
Inspection number	385123
Inspection dates	19–20 October 2011
Reporting inspector	Michèle Messaoudi

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

Khalsa College London Day School is an independent co-educational school which opened in 2007 and is registered for students aged from 11 to 18 years. It is located in the London Borough of Harrow, close to Harrow-on-the-Hill underground station. There are currently 10 students on roll aged from 16 to 19 years. Over the last three years, there have been no students of compulsory school age on roll. One student is taking GCSE courses only and most students are preparing for a number of examinations ranging from GCSE to A levels. Students have diverse heritages and most are bilingual or at an advanced stage of learning English. None have statements of special educational needs. The school had its first inspection in June 2008 when it met all but one of the regulations for independent schools.

The school aims to 'impart education to all with excellent family values ...the students will be given individual attention in small groups to enable them to maximise their potential'.

Evaluation of the school

Khalsa College London Day School provides a good quality of education and meets its aims. Parents and carers are very positive about the college's work and one says, 'My son has failed his education in another school; at Khalsa, he is now aiming for medical school.' The great majority of students make good progress owing to a good curriculum and good teaching which meet their needs well. While students' spiritual, moral, social and cultural development is good overall, their spiritual and moral development is outstanding as reflected in their outstanding behaviour and motivation to learn. Students develop good social skills and good awareness of diversity but their cultural development is only satisfactory. Despite a shortcoming, which was reported in the last inspection, the college's arrangements for the safeguarding and welfare of students are satisfactory and the college meets all but one of the regulations for independent schools.

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

Quality of education

The curriculum is good. It serves the needs of students well and provides both traditional academic and vocational pathways. The needs of each student are identified on entry through interview, from information from their previous school, from parents and from previous results in national tests or examinations, as well as from initial assessments. In Key Stages 3 and 4, the curriculum includes most subjects of the National Curriculum with a strong emphasis on basic skills. Students who retake some GCSE examinations generally choose to enrol on GCSE courses for English, mathematics, science and also take information and communication technology (ICT) and business studies. The college provides additional subjects on demand. Students who are on AS or A-level courses typically study mathematics, accounts, business studies, economics, ICT and languages. Literacy is promoted well in all subjects, which supports students at various stages of learning English very effectively. There is strong provision for English, mathematics and subjects that prepare students for business-related careers.

Schemes of work are based on National Curriculum documentation and examination specifications; they clearly indicate how students will progress in their learning. The teachers' planning of the curriculum and of homework is checked and monitored monthly by the senior leaders to ensure full coverage of the required areas of learning for all students. Personal, social and health education includes citizenship and reflects the multicultural ethos of the college. The programme of careers guidance gives students satisfactory support to make decisions about their future and apply for university courses. However, not all students feel sufficiently well informed and they report that they would like a little more structure and consistency in these arrangements. Inspection findings support their view. The curriculum is adequately resourced to support the teaching. Curriculum enrichment is limited and parents and carers understandably note that students have few extra-curricular experiences.

Teaching and assessment are good. The quality of lessons ranges from satisfactory to outstanding. The formal monitoring of the quality of teaching and learning by the senior leaders, coupled with continuous professional development, enables the college to disseminate best practice. Good teaching is characterised by good subject knowledge supported by very effective use of resources, probing questioning which involves all students actively in their learning and builds on their prior knowledge. Frequent checking on students' learning also enables the teacher to respond quickly to students' individual needs. Good lessons are conducted at a brisk pace which ensures that students remain focused. Outstanding teaching is underpinned by expert subject knowledge, very high expectations of what students can achieve and meticulous building up of students' learning that maintains a consistently high level of challenge for students. The teaching generally promotes reading and speaking skills effectively in all subjects. However, on occasion, students are not given the visual support they need for their writing tasks because the teacher does not use the board to write essential information and so on these occasions, students only make

satisfactory progress. Also, on the few occasions when the teacher talks for too long, students' opportunities for active learning are restricted. Students gain a good understanding of what to do next to improve their work. This is achieved through constructive verbal and written feedback, individual attention afforded by small teaching groups, one-to-one support, tutorials and continuous assessment of their learning. The homework planned by teachers consolidates students' knowledge and understanding effectively.

As a result of good teaching and a good curriculum, the vast majority of students make good progress in relation to their varying starting points, including those who are at less advanced stages of learning English than their peers. All students achieve some success in external examinations and most gain high grades in at least one subject. The basic skills which they develop at the college enable them to improve their future prospects and so prepare them well for their future.

Spiritual, moral, social and cultural development of pupils

While students' spiritual, moral, social and cultural development is good overall, their spiritual and moral development is outstanding; their social development is good and their cultural development is satisfactory. Students enjoy their education greatly, as demonstrated by their regular attendance, outstanding behaviour, positive attitudes and lively responses in class. 'I like all the teachers in this school because they help me with my education', said a student. Daily assemblies and the good role models provided by staff promote students' moral and spiritual development extremely well. Every morning, students of each faith lead prayers in accordance with their religious practice which gives them opportunities for leadership and strengthens their understanding of other faiths. Through stories and examples from the lives of spiritual leaders from any faith, assemblies inspire students to reflect on the necessary changes they need to make to their inner selves to bring about success in examination results and have a positive impact on the wider society. Students are invited to ponder their duties and responsibilities towards their parents, their teachers and themselves. Consequently, students are thoughtful, well mannered and respectful. They show high levels of self-discipline in and out of lessons and consideration for others. They feel free from bullying and harassment.

Students' good social development is reflected in their ability to work constructively together and to live harmoniously with peers of diverse ethnic and religious backgrounds. Students enjoy the family atmosphere created by the college staff. They readily help around the college and participate in cultural shows by singing, playing music, dancing, acting and preparing public speeches. They feel that they are prepared to shoulder more responsibilities. Students develop a sound awareness of British institutions through assemblies and the curriculum, especially accounting and business studies. While their multicultural awareness is good, their overall cultural education is only satisfactory because of the limited range of extra-curricular experiences they have.

Welfare, health and safety of pupils

Arrangements for the welfare, health and safety of students are satisfactory. With one exception, the essential policies and procedures aimed at minimising risks and promoting students' welfare, including behaviour, anti-bullying, first aid, health and safety and fire safety are up to date and they are implemented consistently.

However, while the college ensures that the staff receive the appropriate training in child protection at three-yearly intervals, the training of the designated person for child protection, required to be refreshed at two-yearly intervals, has lapsed. The college has already rectified this deficiency by booking an appropriate course for the designated person to be completed as a matter of urgency. The same deficiency was reported in the last inspection when the college had also failed to meet the two-yearly requirement for the designated person's training and had made arrangements during the inspection to refresh the designated person's training at the next available opportunity. Despite this oversight, students are not at risk because the designated person has good knowledge and understanding of procedures to follow and the child protection policy is sufficiently detailed to give staff the guidance they need.

Procedures for the appointment of staff and volunteers pay due regard to the latest guidance. Supervision is very good and accidents are very rare. Consequently, students feel safe and well cared for. Their awareness of healthy eating and drinking is raised through the curriculum and advice on what constitutes a healthy packed lunch. However, this is not fully supported by the range of products sold in the vending machine which includes foods high in sugar and salt. Students enjoy playing games in the local park but rightly say that they would like more opportunities for physical exercise.

The college has prepared a three-year plan to increase accessibility in conformity with the requirements of the Equality Act 2010.

Suitability of staff, supply staff and proprietors

All the required checks are carried out on staff, proprietors and volunteers working at the college to ensure their suitability to work with children and young people. These checks are appropriately recorded in a single central register.

Premises and accommodation at the school

The premises and accommodation enable safe and effective learning. The college makes effective use of an adjacent park for recreation and games.

Provision of information

Parents, carers and others receive the full range of required information and it is accurate and up to date. Parents and carers feel well informed of their children's progress through twice-yearly reports and express a high level of satisfaction with the college.

Manner in which complaints are to be handled

The complaints procedures comply with all requirements to ensure that complaints are handled fairly and promptly.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 (the Regulations), with the exception of those listed below.³

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- ensure that arrangements made to safeguard and promote the welfare of pupils at the school have full regard to guidance issued by the Secretary of State (paragraph 7).

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development.

Further improve the quality of careers guidance by ensuring that all students experience a well-structured programme.

Continue to disseminate best practice in teaching.

Enrich students' learning experiences through a broader range of responsibilities and extra-curricular activities.

Give students more opportunities for physical exercise.

³ www.legislation.gov.uk/ukxi/2010/1997/contents/made.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils	✓			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			✓	
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School details

School status	Independent		
Type of school	Day secondary school		
Date school opened	2007		
Age range of pupils	16–19 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 7	Girls: 3	Total: 10
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£3,500 to £4,500		
Address of school	35 Pinner Road Harrow Middlesex HA1 4ES		
Telephone number	020 8427 5132		
Email address	registrar@sikh-uni.ac.uk		
Principal	Dr Madhavi Amdekar		
Proprietor	Khalsa College London Trust		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 October 2011

Dear Students

Inspection of Khalsa College London Day School

Thank you for your welcome when I inspected your college. I enjoyed my visit, including opportunities to talk with some of you about your experiences at the college. The inspection judged that Khalsa College provides you with a good quality of education and that you make a significant contribution to its success. I was particularly pleased to see that:

- you enjoy the warm family atmosphere created by the staff and live together in harmony
- you show outstanding behaviour and very positive attitudes to work and you take the responsibility to attend regularly
- you appreciate that the college provides the courses which you need for your future
- you recognise that teaching is good and that the staff care about you
- you make good progress in relation to your starting points.

To bring about further improvement, I have asked the Principal to ensure that:

- the member of staff with overall responsibility for child protection receives the appropriate level of training at the appropriate interval
- all of you experience a well structured programme of careers guidance
- the best features of teaching are disseminated among all staff so that you can make even better progress
- you have a broader range of responsibilities and extra-curricular activities to enrich your learning experiences, and more opportunities for physical exercise.

With best wishes for the future

Yours sincerely

Michèle Messaoudi
Lead Inspector