

# Khalsa College London

35 Pinner Road, Harrow, HA1 4ES

**Inspection dates** 18–20 March 2015

<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Sixth form provision	Good	2

## Summary of key findings

### This is a good school

- The leadership and management of the school are good. The proprietor has ensured that all of the independent school standards are met.
- Students make good progress in their learning and achieve well. The school offers a good choice of courses to meet students' needs.
- The curriculum includes personal, social and health education which supports students' academic and personal development well.
- The school has clear systems and procedures for behaviour and, as a result, students are punctual, attendance is excellent and students demonstrate positive attitudes to learning.
- Teaching is good. It is well planned to meet the needs of students. Accurate assessment and discussion with teachers identify any gaps in learning and teachers plan accordingly.
- The curriculum enables students' spiritual, moral, social and cultural awareness to develop well.
- The safety and supervision of students are good. Students are well looked after and are given clear guidance and support for the next stage of their education and for university.

### It is not yet an outstanding school because

- Students' recording of key points for a topic in lessons does not always include sufficient information. As a result, it is difficult for students to revisit work to reinforce their learning or to see their progress over time in class work.
- Teachers do not always check students' work thoroughly enough during lessons. As a result, they do not always ensure that their workbooks have accurate records of the learning in the lesson.

### Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended 2014 ('the independent school standards') and associated requirements.

## Information about this inspection

- The inspection was carried out with one day's notice.
- The inspector observed the impact of five lessons taught by staff. School documentation was examined including the school's own evaluation of its work, students' work, teachers' planning and information about students' progress.
- Meetings were held with the proprietor, the headteacher, teaching staff and students.
- School policies and other documentation were examined. Records relating to behaviour, attendance and safeguarding were scrutinised.
- Responses to six staff questionnaires were considered.
- There were too few responses to the online Parent View questionnaire for these to be published.

## Inspection team

Flora Bean, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Khalsa College is an independent day school for students, located in the London Borough of Harrow.
- It was established in 2007 and is registered to take students from age 11 to 18 years.
- There are currently five full-time and seven part-time students on roll, aged 17 to 19. Students normally enrol at the beginning of an academic term but, on occasion, students arrive during the academic year.
- Over the last three years there have been no students of compulsory school age on roll.
- All students are preparing for a number of examinations ranging from GCSE to A level.
- Students have diverse heritages; all are bilingual and most are at an advanced stage of learning English.
- The school provides additional English language support when required.
- No students have a statement of special educational needs.
- The school aims to 'impart education to all with excellent family values with individual attention in small groups to enable them to maximise their potential'.
- The school's previous inspection was in October 2011.
- The proprietor has sole responsibility for the governance of the school.

### What does the school need to do to improve further?

- Improve the quality of teaching and learning by:
  - encouraging students to develop a more systematic approach to recording their work so that they can revisit it and see their progress over time
  - ensuring that students' work is regularly checked at the end of a teaching session so that the students have accurate records of the key points covered in each lesson.

## Inspection judgements

### The leadership and management are good

- The proprietor has clear oversight of all aspects of the college. He has ensured that all the independent school standards are met. He works closely with the headteacher and, together, they ensure that the school runs smoothly so that students can achieve well.
- The headteacher ensures that teaching is good. She leads the teaching team effectively and works closely with teachers to ensure that students are well supported in their academic learning and personal development.
- The school has clear systems and procedures which are effectively implemented. As a result, students are punctual, their attendance is excellent and they demonstrate positive attitudes to learning. The school has a clear rewards and sanctions policy that is implemented effectively with, for example, a reward for the student of the month. This promotes positive behaviour and encourages a strong academic focus.
- The proprietor and headteacher meet together with students every morning where they acknowledge each other with a strong focus on the teaching of tolerance and acceptance within their cultural diversity. This develops their spiritual, moral, social and cultural awareness well and actively promotes British values.
- Senior leaders have ensured that a suitable range of policies are in place and are implemented effectively to maintain the welfare, health and safety of the students. Policies are regularly reviewed to check they continue to meet regulatory requirements.
- Arrangements for the safeguarding of students are good and meet statutory requirements. Safer recruitment procedures are followed appropriately. All required checks are carried out and recorded accurately to ensure staff suitability to work with students. All staff have received safeguarding training and the school has a trained designated safeguarding lead.
- Arrangements for the supervision of students to ensure their safety and security are good. They are consistently implemented.
- Senior leaders ensure that teaching and behaviour are consistently good, so that students learn well and achieve their goals. Courses are well planned to meet students' individual needs. Courses include regular personal, social and health education which promotes students' spiritual, moral, social and cultural development well. Students are well prepared for life in modern democratic Britain. The school's work to ensure that students understand extremism and its dangers is rigorous. The sharing of partisan views is prohibited.
- Students' progress is carefully monitored. However, teachers do not always check that students have accurate records of work covered so that they can revisit their work and see their progress over time from class work.
- School leaders ensure that parents and carers receive regular updates and termly reports on the progress of their children.
- The school's systematic approach to teaching and learning ensures students make overall good improvements in their learning. This includes in English and mathematics and ensures that students are enabled to pursue the next stage of their academic education.
- The school provides good university and careers advice to help students make informed choices about their future plans.
- The proprietor and headteacher have ensured that the premises are fit for purpose and provide a good standard of suitable accommodation for the staff and pupils.
- Leaders know - the strengths and the areas of the school's work to improve. They strive continually to develop the school further to meet students' needs.
- Procedures for the handling of complaints meet requirements.
- The school has few middle management roles as the school is small. Those with responsibility work well to support the teaching and learning.
- The proprietor and headteacher have ensured that all the independent schools standards are met.

#### ■ The governance of the school:

The proprietor has sole responsibility for governance. He is fully committed to the duty of care and students' academic achievement.

The safety and personal development of the students are evident in the effective implementation of all policies and procedures.

The premises are well maintained, with appropriate classrooms and study areas. The school is well

resourced.

Financial resources are well managed to ensure that the school provides well for students and that they benefit from their time in the school.

The proprietor ensures that the school identifies the learning needs of students well. The school provides clear guidance and support for academic subject choice, university applications and for future career choices.

The proprietor works well with senior leaders to ensure that students are focused and make good progress in their academic studies.

The proprietor and headteacher have an excellent understanding of the process for improving teaching. Teaching is monitored to sustain high quality so that students benefit. Targets are set for teaching, with clear follow up to ensure that teaching consistently improves.

The proprietor understands the importance of using performance information to monitor progress. Regular checks for attainment levels are used well, but progress in individual lessons is less well monitored.

## **The behaviour and safety of students** are good

- Students' behaviour is good. The school sets high standards for behaviour and attendance and students know the expectations and respond well. There is no disruption in lessons.
- All staff support students well in their behaviour and learning. Together with staff, students set themselves individual targets. This has a strong impact on students' ability to achieve well.
- The school has an excellent e-safety policy. Staff work hard with students so that they are aware of the different types of bullying that exist. They discuss with students how they can remain safe from bullying and, in particular, from any form of cyber bullying.
- Students state emphatically in discussion that staff support them well in their learning and give them every support to achieve their goals.
- Students' attendance is excellent. The school sets high expectations for attendance. There have been no exclusions.
- The school has an extensive range of policies in place which are effectively implemented to ensure that the promotion of extremism and political views is prohibited. All the independent school standards for this aspect are met.

### **Safety**

- The school's systems and procedures to keep students safe and secure are good. Staff work hard to ensure that students feel safe in the school.
- Arrangements for the safeguarding of students are appropriate. The school ensures the suitability of staff through the required checks which are appropriately recorded. Arrangements for the appropriate training in safeguarding, first aid and fire safety are met well.
- The proprietor has ensured that all the independent school standards for welfare, health and safety are met.

## **The quality of teaching** is good

- The quality of the teaching is good. Assessment on arrival ensures students' academic needs are accurately identified for GCSE or A level. Courses are chosen and work is set to meet students' learning needs.
- Teaching is well planned and engages students effectively, so that progress is rapid.
- Teaching ensures that any gaps in students' basic knowledge in English and mathematics are identified and work begins immediately to rectify the problem. As a result, students' learning progresses well. All students are encouraged to achieve well in English and mathematics.
- Teachers have excellent subject knowledge. They adapt their approach and work well with students so that effective learning can take place. However, teaching does not always check that students have a clear record of work covered in lessons. They cannot always revisit the work or see their progress over time..
- Teaching encourages the development of key skills, so that students improve their reading, writing, speaking and listening skills. Teachers provide additional help with English as an additional language if required.

- In mathematics, teachers focus on key skills to ensure that any gaps are covered. Mathematical concepts are explained to students so that they practise different skills until they firmly understand.
- Regular checks on student progress are accurate. Students' work is regularly marked, with constructive comments to help students to know how to improve. Teachers do not always check classwork sufficiently to ensure students have noted the key points in a lesson.
- Teaching is well monitored by the headteacher. Targets are set for teachers to achieve, with clear follow up so that teaching consistently improves.
- Leaders have ensured that all the independent school standards for the quality of teaching are met.

### The achievement of students

is good

- Students join the college at the beginning of an academic year, generally because they want to improve their GCSE or A-level results.
- Students' progress and achievement are good. Teaching has a strong focus on developing their individual skills, whilst covering all the required areas of learning within their choice of subjects.
- Students demonstrate positive attitudes to learning. They have made a conscious decision to come to the college to improve their results. Students set themselves clear targets and work hard to make good progress to achieve their goals.
- At Key Stage 4, students develop good reading, writing, speaking and listening skills, and progress is rapid.
- Students who require additional support in English make good progress because their needs are well identified. Work begins to help them to improve and they achieve well.
- In mathematics and science, students make good progress through a range of topics to ensure they understand mathematical and scientific principles well and are well prepared for the examinations. Students have good opportunities for practical as well as theoretical science.
- Those students who are retaking GCSEs in a wide range of subjects, including English and mathematics, progress well to the next stage of their education.
- Students have regular opportunities to practise their information and communication technology skills in a range of subjects.
- Students have opportunities for physical education and creative and aesthetic subjects, which are planned well within their timetable.
- Any student with special learning needs is given good support by experienced teachers and progress over time is good. Teachers identify clearly students' learning needs and work with students so that their confidence improves and, as a result, they make good progress.
- The most able students are challenged well and encouraged to set themselves high targets. Teaching supports their learning needs well, with good advice as to how to proceed with choice of subject or university applications.
- The school is successful in helping students to achieve their first choice of university, for example in engineering and in medicine.
- The proprietor and headteacher have ensured that all the independent school standards are met, so that students can progress well in their academic learning and move on to the next stage of their academic education.

### The sixth form provision

is good

- The sixth form provision is good. On arrival, teaching staff meet with individual students to identify their needs and to set a clear programme of study.
- The school is flexible in providing the academic subjects which students request.
- Teaching staff are well qualified and meet the needs of students well. There is a strong focus on working with students so that they set themselves clear, achievable goals.
- Progress is monitored regularly and any areas for improvement are identified with targets set.
- Teachers mark students' homework regularly, with helpful comments, so that students know the areas to focus on to improve their work.
- Those with any learning needs are well supported and enabled to make good progress. Those who are most able are well challenged to reach their potential and are encouraged to set high expectations for the next stage of their academic career.

- Regular termly reports and parents' evenings ensure that parents and carers know the progress of their children and have clear expectations of what they are able to achieve.
- The school invites former students to return to discuss university and career choices with students. This process is helpful in guiding students to appropriate choices.
- Students have clear help and support for university applications and for future career choices. The school works well with individual students to ensure that applications are realistic and attainable.
- Many students achieve their first choice of university and go on to study medicine or engineering, for example.
- Results at A level show that, over the last three years, the majority of students have achieved grades A to E in their chosen subjects. Progress from their starting points and over time has been good, and often excellent.
- The proprietor and headteacher have ensured that all the independent school standards are met, so that students can progress well in their academic learning and move on to the next stage of their academic education. They lead the sixth form well.

## What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: [www.gov.uk/government/publications/non-association-independent-school-inspection-handbook](http://www.gov.uk/government/publications/non-association-independent-school-inspection-handbook).

## School details

<b>Unique reference number</b>	135334
<b>Inspection number</b>	454276
<b>DfE registration number</b>	310/6083

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

<b>Type of school</b>	Day
<b>School status</b>	Independent school
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	12
<b>Of which, number on roll in sixth form</b>	2
<b>Number of part time pupils</b>	7
<b>Proprietor</b>	Dr S Kapoor
<b>Headteacher</b>	Dr Madhavi Amdekar
<b>Date of previous school inspection</b>	19–20 October 2011
<b>Annual fees (day pupils)</b>	£4,500
<b>Telephone number</b>	020 84275132
<b>Email address</b>	registrar@sikh-uni.ac.uk

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