

Khalsa College London

35 Pinner Road, Harrow HA1 4ES

Inspection dates

6–8 March 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Insufficient evidence
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Insufficient evidence
Sixth form provision	Insufficient evidence
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders, trustees and governors have not made sure that the school meets the independent school standards.
- Trustees and governors do not check the work of the school. They do not hold school leaders to account.
- Leaders have not made sure that safeguarding is effective. They are unaware of the latest statutory guidance. Their processes and procedures, including in recruiting members of staff, fail to meet requirements.
- Leaders have not ensured that the admission register includes all the necessary information.
- The school does not have a trained first aider on-site at all times.
- The range of taught subjects does not cover all the required areas of learning.
- Pupils' spiritual, moral, social and cultural development and their understanding of fundamental British values are weak. This is because the curriculum only covers pupils' chosen examination courses.
- Leaders do not make sure that pupils receive effective careers information and guidance.

The school has the following strengths

- Pupils are diligent, work hard and are keen to succeed.
- Pupils arrive punctually to school and they attend regularly.
- Leaders maintain the school premises to a good standard.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the annex to the report.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - leaders, including trustees and governors, have the skills and knowledge to make sure that the school consistently meets the independent school standards
 - trustees and governors check on all aspects of the school's work and hold leaders to account.
- Improve procedures for safeguarding pupils by ensuring that:
 - leaders undertake training and keep up to date with statutory guidance so that they can implement robust processes for securing the welfare, health and safety of pupils
 - leaders adhere to the latest statutory guidance for the safer recruitment of staff.
- Improve the quality of the curriculum by:
 - ensuring that it meets the requirements of the independent school standards and includes all the required areas of learning
 - implementing a programme of personal, social and health education so that it makes a positive contribution to pupils' spiritual, moral, social and cultural development and their understanding of British values
 - providing pupils with impartial careers guidance.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leadership capacity has diminished considerably since the time of the previous inspection. This is as a result of a falling pupil roll. In the last academic year, there were no pupils. Currently, there is an extremely low number of pupils, including recent arrivals. Full-time leaders now spend very little time in the school. Consequently, leaders have not kept abreast of the requirements of the independent school standards and other updated statutory guidance, including on safeguarding pupils. Consequently, a number of previously met standards are now unmet.
- Leaders have not made sure that there is a trained first aider on-site throughout the week. This poses a potential risk should someone need urgent medical attention while on the school premises.
- The school's current curriculum offer is constrained by the very few pupils on roll. Currently, the school does not offer opportunities for human and social, physical, aesthetic and creative education. Pupils only study for their chosen examination courses. Leaders do not offer pupils any enrichment activities to enhance their learning and personal development.
- Leaders do not provide pupils with a programme of personal, social, health and economic education. As a result, pupils' spiritual, moral, social and cultural development is limited. Pupils do not gain a good understanding of fundamental British values and are not prepared well for life in modern Britain. Leaders do not provide pupils with impartial careers guidance.
- Leaders maintain the school premises to a good standard, making it an environment that is conducive to learning and working.
- Leaders have high expectations for pupils' punctuality and attendance.
- Although the school is registered to provide education for 11- to 18-year-olds, leaders offer part-time courses to older pupils to prepare them for A-level retakes. This means the school is operating outside its registration agreement.

Governance

- Trustees and governors do not keep up to date with the latest statutory guidance for independent schools and safeguarding pupils. They do not check on the school's work and do not hold school leaders to account. As a result, they have not ensured that the school meets the independent school standards or that there is a robust culture of safeguarding.

Safeguarding

- The arrangements for safeguarding are ineffective.
- School leaders were unaware of the latest statutory guidance and requirements. Leaders and members of staff have not read 'Keeping children safe in education' (September

2016).

- Although there is a named designated safeguarding leader, she has not attended the required training and is only on-site for part of the week. Furthermore, leaders have not trained other members of staff, including those who joined the school recently, in safeguarding procedures. This means that not all members of staff are aware of potential risks and how to identify, deal with and report any concerns.
- The school does not have an up-to-date and compliant single central register of recruitment checks on staff. Some members of staff have been allowed to start working at the school without the necessary vetting checks. None of the school leaders have undertaken training in the safer recruitment of staff.
- The school has a safeguarding policy published on its website. It is, however, not fit for purpose. It is based on out-of-date guidance. It names as one of the designated safeguarding leaders a member of staff who no longer works at the school.

Quality of teaching, learning and assessment

Insufficient evidence – amnesty granted

- There is insufficient evidence to judge the quality of teaching, learning and assessment over time. This is because there were no pupils of statutory school age on roll last year and an extremely low number this year, including very recent arrivals.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders do not pay enough attention to pupils' welfare, as safeguarding procedures are inadequate and there is not a qualified first aider on-site at all times.
- The gaps in the curriculum offer limit pupils' opportunities for their personal development, as they study for their examinations only.
- Members of staff help pupils in completing their university application forms. There is, however, no established programme of impartial guidance to help pupils make well-informed choices about all available career pathways.

Behaviour

- The behaviour of pupils is good.
- Pupils arrive punctually and have high rates of attendance.
- The inspector observed pupils diligently using their independent study time, as they are keen to learn and want to succeed in their examinations.

Outcomes for pupils

Insufficient evidence – amnesty granted

- There is insufficient evidence to judge outcomes for pupils over time. This is because there were no pupils of statutory school age on roll last year and an extremely low number this year, including very recent arrivals.

Sixth form provision

**Insufficient evidence –
amnesty granted**

- There is insufficient evidence to judge sixth-form provision for students over time. This is because there were none on roll last year and an extremely small number this year.

School details

Unique reference number	135334
DfE registration number	310/6083
Inspection number	10041398

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.

Type of school	Other independent day school
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Proprietor	Khalsa College London Trust
Chair	Mohinda Kapoor
Director/Principal	Sukhbir Kapoor
Annual fees (day pupils)	Variable according to chosen courses
Telephone number	020 8427 5132
Website	http://khalsacollegelondon.com/
Email address	registrar@sikh-uni.ac.uk
Date of previous inspection	18–20 March 2015

Information about this school

- Khalsa College London is an independent day school located in the London borough of Harrow.
- It was established in 2007 and is registered to educate 50 pupils from age 11 to 18 years.
- This was the school's fourth standard inspection, the last one being in March 2015.
- Last year, there were no pupils enrolled at the school. There are currently very few pupils on roll.
- Trustees of the proprietorial body have appointed some representatives of other local community organisations as governors. Trustees and governors act largely in an advisory role, mainly about recruitment of pupils and finance. They delegate all other

responsibilities to a fellow trustee, the director principal.

- Since the previous inspection, there has been a reduction in leadership and staffing. The principal and deputy principal now spend little time at the college. Because of the lack of pupils, some teachers have left. A couple of new part-time teachers have been recently appointed to teach the newly arrived pupils.
- No pupils have an education, health and care (EHC) plan.
- The school does not use alternative provision.
- The school is operating outside of its registration agreement, as it is educating pupils above the age of 18.

Information about this inspection

- The inspection was conducted with one day's notice.
- The inspector observed learning in three parts of lessons.
- The inspector met with staff, pupils and leaders. The inspector spoke by telephone with the chair of trustees.
- Documentation, policies and all aspects of the school's work were checked for compliance with the independent school standards.
- The inspector could not take account of the responses to Ofsted's online questionnaire for parents and carers (Parent View), as there were no responses. There were no responses to the staff survey.

Inspection team

David Radomsky, lead inspector

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in subparagraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(d) personal, social, health and economic education which-
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act [9];
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential.

Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
 - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
 - 5(b) ensures that principles are actively promoted which-
 - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and

understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;

- 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- 5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 [13].

Part 4. Suitability of staff, supply staff and proprietors

- 18(2) The standard in this paragraph is met if-
 - 18(2)(a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person-
 - 18(2)(c)(ii) the person's medical fitness;
 - 18(2)(c)(iii) the person's right to work in the United Kingdom; and
 - 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment;

- 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State.
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.
- 20(6) The standard in this paragraph is met in relation to an individual ('MB'), not being the chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if-
 - 20(6)(a) MB-
 - 20(6)(a)(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and
 - 20(6)(a)(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
 - 20(6)(b) subject to sub-paragraphs (7) to (8), the chair of the school makes the following checks relating to MB-
 - 20(6)(b)(i) where relevant to the individual, an enhanced criminal record check;
 - 20(6)(b)(ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and
 - 20(6)(b)(iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State.
- 21(3) The information referred to in this sub-paragraph is-
 - 21(3)(a) in relation to each member of staff ('S') appointed on or after 1 May 2007, whether-
 - 21(3)(a)(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;
 - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
 - 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
 - 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d);
 - 21(3)(a)(vii) a check of S's right to work in the United Kingdom was made; and
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e);
 - 21(3)(b) in relation to each member of staff ('S'), whether a check was made to establish

whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.

- 21(4) The information referred to in this sub-paragraph is, in relation to each member of staff in post on 1 August 2007 who was appointed at any time before 1 May 2007, whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018