



KHALSA PRIMARY SCHOOL
Voluntary Aided

Head Teacher: Miss Parmjeet Kaur Sehmi

SECTION 48
OFSTED REPORT

27 September 2011

Reporting Inspector: Lady Kanwaljit Kaur-Singh
Deputy Director (Education)
Network of Sikh Organisations (NSO)

**Network of Sikh Organisations Report on the Statutory
Inspection of Sikh School**

This inspection of the school was carried out under section 48 of the Education Act 2005 and the guidance of the Guru Granth Sahib and the Sikh Rehat Maryada.

Khalsa Primary School

Norwood Green Road

Southall

Middlesex

UB2 4LA

Telephone 020 8574 9045

Local authority: Ealing

Dates of inspection: 27 September 2011

Date of last inspection: N/A

School's unique reference number: 135482

Head Teacher: Miss Parmjeet Kaur Sehmi

Inspector's name: Lady Kanwaljit Kaur-Singh Phd OBE

Description of the School

The school is a new voluntary aided Sikh faith school, founded by the Sri Guru Singh Sabha Gurdwara and this is its first inspection. It was launched in 2009 with Nursery and Reception children in temporary accommodation, drawing from a wide catchment in Southall and the surrounding areas. The school moved into a brand new, sustainable building in September 2010. Currently, it has a part-time Nursery unit, two Reception, two Year 1 and Year 2 classes. The current Year 2 pupils will be promoted to Year 3 next year. The school is smaller than the average primary school at the current time. It is growing by a year group each year and will be at full capacity by 2015. All pupils are from minority ethnic backgrounds, the majority are Punjabi-speaking Sikhs of Indian origin. The second largest group, about 20%, includes Sikhs of Afghani origin whose first language is Pashto. Though 20% of places are allocated for non-Sikhs, only a handful of pupils are from other faith backgrounds. All speak English as an additional language and many are beginners in English when they start in the Nursery. The proportion of pupils known to be eligible for free school meals is below average. The proportion who have special educational needs and/or disabilities is well below average. None has a statement of special educational needs. Since the school opened, there have been significant changes to the teaching staff. This has been especially so at headship level. The current head teacher, who is the third in post took over in June 2011.

The distinctiveness and effectiveness of Khalsa Primary School as a Sikh school are good

Outstanding Sikh ethos permeates through all aspects of the school work. The school's aim of 'faith inspired education' is met effectively. Pupils feel valued and want to work hard to succeed in their education. They love their school, enjoy assemblies in the Gurdwara, and are keen to learn about their religion. The school's effectiveness is good.

Established strengths

- The Sikh ethos is outstanding and permeates throughout the school, Sikh values are very evident in all relationships in the school
- All pupils are valued and as a result pupils' personal development is good
- Outstanding teaching of path (verses from the Guru Granth Sahib)
- Good collective worship with a strong Sikh tradition
- The implementation of the religious education syllabus is robust and schemes of work for each year group support teachers well

- Teachers' planning makes good links across other curriculum areas
- Teaching of Sikh religion is good and pupils make good progress
- The Coordinator provides good leadership and manages the subject well.

Focus for development

1) Improve the quality of teaching by:

- providing in-service training to improve all teachers' knowledge and understanding of the Sikh religion, so that they are well equipped to teach the basic principles of the faith to all pupils;
- ensuring that teachers present appropriately difficult level of work for more able pupils so that they make the best possible progress;
- implementing the proposed assessment strategies in all year groups

2) The Governors, leaders and managers should decide and systematically develop the curriculum for teaching another world faith in Key Stage 1 classes.

The school, through its distinctive Sikh character, is good at meeting the needs of all learners

The school, through its distinctive Sikh character meets pupils' needs well. The Sikh ethos is outstanding and underpins all aspects of school life. All classes are named after Sikh personalities that provide pupils with excellent role models. Pupils spoke highly of learning in the school assemblies and could recite poems, songs and shabads. They could tell the life histories of the Gurus and other Sikhs such as Bhai Mani Singh, Mata Gujri. They also told the life story of Jesus and could sing some Christmas carols. Pupils remarked, 'We love our school. We enjoy assemblies in the Gurdwara and learn about the Sikh religion. We learn about seva that is to help others.' According to the Sikh teachings of seva, pupils raise funds for many charities such as Bernardo's Children. Pupils achieve well and they attain above average standards. Staff have high expectations and as a result pupils behave well in lessons, speak politely and have positive relationships with peers and staff alike. Pupils' spiritual, moral, and social development is good. However, the cultural development is only satisfactory because they lack understanding of non-Sikh cultures. The positive use of the school Gurdwara for Collective Worship creates an environment that encourages spiritual development. The relationships within the school community are warm. There is a calm and purposeful learning environment throughout the school. Parents are happy and are very appreciative of the Sikh ethos of the school.

The impact of collective worship on the school community is good

Worship in the Gurdwara plays a central role in the life of the school. Assemblies are well planned and they include stories from Sikh history, singing and reciting of shabads. The whole ethos of worship is good and is spiritually uplifting. Pupils' behaviour was outstanding during the assembly. They joined in reciting the path and were learning the first five pauris of Jap Ji Sahib. The use of the interactive white board to display pictures of key words helped pupils to understand the meaning of the text being recited. This had a very positive visual impact. The festivals are celebrated with great gusto and parents have many opportunities to attend to observe their children's contributions and take part in the celebrations.

The effectiveness of the religious education (RE) is good

Pupils across the school have a good knowledge of the Guru Granth Sahib and understand its importance in the day to day life of Sikhs. They learn pauris (passages) from Jap Ji Sahib (from the Guru Granth Sahib) by heart and showed great respect while memorising them. Younger

pupils learn about the Sikh practices and the older pupils in Year 2 learn about the teachings of the Sikh Gurus. Pupils learn about what they need to do before entering the darbar sahib in a gurdwara. In one lesson, pupils gained good understanding of what is seva and how they can practice in their daily life. Older pupils were learning about why they should practice 'truth' and be kind and considerate to all. They also learn about the contribution of the ten Guru's to the Sikh religion. The use of whiteboard to show the picture and text had good visual impact that encouraged pupils to pay attention. Pupils also have opportunities to learn to sing shabads and learn Punjabi. Pupils can name the ten Gurus and some could name other famous Sikhs such as four sons of Guru Gobind Singh, his four sons and the panj piare. They know many stories from the lives of the Gurus and can relate events of Vaisakhi of 1699, martyrdom of Guru Arjan and Guru Teg Bahadur. However, more able pupils do not consistently meet appropriately challenging work. All teachers teach RE, but some staff members do not have sufficient knowledge and understanding of the Sikh religion to support and extend learning, particularly of more able pupils'. The school needs in-service training for staff so that they can teach the topics planned competently. The school also has not yet reviewed the curriculum after two years' teaching to ensure that it meets pupils' needs and is not too ambitious.

Teaching of other religions is not structured and is mainly confined to teaching about festivals. The school has not yet implemented the curriculum to teach one other world religion in Years 1 and 2 classes. This is largely to help pupils to understand other faiths and support community cohesion.

The effectiveness of the leadership and management of the school as a Sikh school is good

The coordinator has a clear Sikh vision for the school. He has developed and implemented a curriculum that links to other subjects well and maintains progression in pupils' learning. There is a need for in-service training for teachers to enable them to improve their knowledge and understanding of the Sikh religion so that they can better implement the curriculum. The new head teacher has a good vision for the school. She is well focused in its promotion of the distinctiveness of the school as a Sikh community that reflects the Sikh principles of naam japna, kirat karna and vand chakna. Parents appreciate her efforts of maintaining the Sikh family atmosphere. In the absence of the permanent Foundation Governors, a representative of the Sri Guru Singh Sabha Gurdwara Southall, the proprietary body was interviewed and he showed great interest for supporting the school in the further development of the Religious Education curriculum.