



KHALSA PRIMARY SCHOOL
Voluntary Aided

Head Teacher: Parmjeet Kaur Sehmi

SECTION 48
OFSTED REPORT

14 October 2013

Reporting Inspector: Lady Kanwaljit Kaur Singh OBE
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

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Local authority: Ealing

Date of inspection: 14 October 2013

Date of last inspection: 27 September 2011

School's unique reference number: 135482

Head Teacher: Parmjeet Kaur Sehmi

Inspector's name: Lady Kanwaljit Kaur-Singh OBE

Description of the School

- The school is an average-sized, voluntary aided Sikh faith primary school, founded by the Sri Guru Singh Sabha Gurdwara.
- The school was opened in 2009 and currently has pupils from aged three to nine and is expected to reach full capacity in 2015 when it will have pupils up to the age of 11.
- 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. All speak English as an additional language and many are beginners in English when they start Nursery.
- The proportion of pupils from minority ethnic backgrounds and of those who speak English as an additional language is well above the national average.
- The proportion of pupils known to be eligible for free school meals is below average.
- The proportion of pupils who are disabled or those who have special educational needs and are supported by school action is above average and the proportion supported by school action plus or with a statement of special educational needs is below average.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and children of service families) is average. Currently the school has no children who are looked after by the local authority or of children service families.
- The current head teacher has been in post since June 2011.

Summary of key findings – Strengths

Religious Education is outstanding

- Outstanding Sikh ethos permeates through all aspects of the school work. Pupils are taught to live according to the Sikh teachings.
- Pupils are proud of not only of being Sikhs but also living the life according to Sikh values of Nam Japna, Kirat Karni and Vand Chhakna.
- Outstanding opportunities to improve pupils' spiritual, moral, social and cultural development.
- The vibrant displays of pupils' work about the Sikh religion and all other major five religions are stimulating and further enthuse and excite learning.
- Outstanding teaching of path (verses from the Guru Granth Sahib).
- Outstanding collective worship in the gurdwara taken by pupils with a strong Sikh tradition.
- Teaching has improved from the previous inspection and is now outstanding. Teachers have high expectations and challenge their pupils well, consequently they make outstanding progress.
- Behaviour is outstanding and pupils are very polite and courteous. They enjoy visiting the school gurdwara and having Sikh assemblies.
- Outstanding leadership and management. The Governors, the head teacher and the senior leadership team are highly ambitious and inspire teachers and pupils to do well.
- The school has made outstanding progress in the teaching of other major religions practiced in Britain, since the previous inspection.
- Outstanding monitoring of teaching by the head teacher and the deputy head.
- Curriculum enrichment is outstanding. Pupils have after school clubs to learn kirtan and path. Many opportunities to visit the local gurdwara, and places of worship of other religions.

Key issues for development

- Improve the quality of marking so that pupils know what they have learnt and what they need to learn next.
- Provide opportunities to pupils to respond to teachers' marking.

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

- The Sikh ethos is outstanding and underpins all aspects of school life. The classes are named after Sikh Gurus or other Sikh personalities that provide pupils with excellent role models.
- Pupils are proud of their school and speak highly of the lessons in Sikhism. 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 for Pingalwara (home for the disabled), cancer research, and children in need.

- Young pupils of Year 2-4 enjoy leading the Sikh assemblies in the gurdwara and could recite 'mool mantar' and other shabads. Some of the pupils can recite more than 20 shabads that they have learned and can sing with the harmonium and tabla.
- Pupils achieve very well and they attain above average standards in learning gurbani and the teachings of Sikhism.
- Pupils' spiritual, moral, and social development is outstanding. The Sikh Collective Worship led by Year 2-4 pupils and celebration of achievement was spiritually uplifting.
- The relationships within the school community are outstanding. There is a calm and purposeful learning environment throughout the school.
- Pupils learn about other major religions and have close contact with local non Sikh schools. The celebration of Black History Month, and acknowledgement of religious festivals of other major religions supports pupils' cultural development very well.
- Parents and other community members have many opportunities to take part in celebrations such as Vaisakhi, Guru Nanak's birthday and Guru Gobind Singh's birthday. Parents are happy and are very appreciative of the Sikh ethos of the school.

The impact of collective worship on the school community is Outstanding

- The collective worship in the Gurdwara plays a major role in establishing an outstanding Sikh ethos in the whole school.
- The outstanding feature of the Worship is that pupils lead prayers, recite the 'path', the first five pauris of Jap Ji Sahib, sing shabads, say the ardas and take the vak (supervised by a teacher) from the Guru Granth 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.
- Pupils' outstanding behavior further adds to the serene and calm atmosphere of reverence during the assembly.

The effectiveness of the religious education (RE) is Outstanding

- Religious education is a popular subject with pupils, this contributes well to their learning as well as to their spiritual, moral, social and cultural development.
- 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. Younger children in Reception start to learn pauris (passages) from Jap Ji Sahib (from the Guru Granth Sahib).
- Pupils learn about practices and were sequencing the religious requirements for a Sikh in any one day. The older pupils were learning about the contribution of Sikh women to the Sikh community.
- Teachers plan lessons to meet the needs of all pupils in their classes, and provide appropriately challenging tasks for more able pupils. They are given opportunities to take on independent research to further enrich their learning.
- Teaching of RE is high priority subject and all teachers teach RE. They are well supported by a Sikh teacher assistant, who helps to plan lessons and team teach within classes.

- Teachers' subject knowledge is improving rapidly and they are well supported by Sikh teacher assistants. Their planning of the lessons, their questioning skills and explanations help pupils to make outstanding progress. In lessons, good links are established with literacy
- The teaching of other religions is strong and analysis of displays and talking to pupils indicated that they have learnt about Hinduism, Christianity, Buddhism, Judaism and Islam and can name the founders of these religions and their main festivals. This enables them to understand other peoples' way of life and helps community cohesion.

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

- The leadership and management of the RE are outstanding.
- The Governors, and head teacher has a clear Sikh vision for the school. They have developed and implemented an effective curriculum that helps teachers to plan for progression and continuity and links well with other subjects.
- The staff have had extensive in service training and as a result the teaching has improved from the previous inspection and is now outstanding.
- The senior leadership team monitors teaching rigorously and their support provision is robust.
- The 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 school and actively encourages pupils to live the life of good Sikhs.
- Outstanding care and support is given to all pupils and their families.
- Since the previous inspection very good progress has been made in improving teaching and good progress has been made in implementing the assessment procedures.