

# Khalsa VA Primary School

## Inspection report

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<b>Unique Reference Number</b>	135482
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	360726
<b>Inspection dates</b>	13–14 July 2011
<b>Reporting inspector</b>	Gulshanbir Kaur Kayembe

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	164
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ranbir Singh Attwal
<b>Headteacher</b>	Parmjeet Kaur Sehmi
<b>Date of previous school inspection</b>	N/A
<b>School address</b>	Norwood Green Road Southall Middlesex UB2 4LA
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<b>Age group</b>	3-11
<b>Inspection date(s)</b>	13–14 July 2011
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## Introduction

This inspection was carried out by three additional inspectors. They made visits to 12 lessons taught by five teachers. Inspectors met with groups of pupils, members of the governing body, including foundation governors, and members of staff. They observed the school's work, and looked at documentation including the school development plan, assessment records and safeguarding policies. The inspection team also analysed questionnaires completed and returned by 115 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective is the school in ensuring that children in the Early Years Foundation Stage and pupils in Year 1 make enough progress in literacy?
- Is the school doing enough to secure regular attendance?
- How well developed is leadership across the school including that of the governing body?

## Information about the school

The school is a new voluntary aided Sikh faith school, founded by the Guru Singh Sabha Gurdwara, and this is its first inspection. It was launched in 2009 with Reception and Nursery 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 and two Year 1 classes. The current Year 1 pupils will be promoted to Year 2 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 headteacher, who is the third in post including an interim headteacher appointed on a temporary basis, took over in June 2011. The week of inspection was her sixth week in the school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Khalsa VA Primary School is a satisfactory school. In the short time that it has been open, it has established a sound and secure foundation on which to build further. Pupils are happy and enjoy coming to school. They are well looked after and cared for. As a result, they feel very safe and readily trust staff to deal with issues or problems that arise. Pupils receive good guidance and support on what constitutes healthy lifestyles. As a result, they make informed choices about what to eat. Robust systems for monitoring and promoting good attendance mean that this is above average. Relationships with parents and carers are good, and parents and carers support the education of their children well. They are highly positive about the school.

Children in the Early Years Foundation Stage make satisfactory progress. The practical activities provided engage children's interests well. However, these are not always structured well enough to ensure that children, especially the more able, get the most out of them. In lessons, girls tend to be a lot keener on writing than the boys, resulting in their better progress. Children learn English rapidly and this is indicative of their overall good capabilities.

Attainment for those currently in Year 1 is broadly in line with national expectations in literacy and numeracy. They make satisfactory progress in their learning as a result of satisfactory teaching. Sometimes, they make good progress. However, planning of work is not matched closely enough to the needs of different groups, especially the more able, to promote consistently good progress. Teaching assistants provide effective support to lower-attaining pupils, including those with special educational needs and/or disabilities, when they are working on tasks in class. Sometimes, the over-emphasis on whole-class teaching gives them less opportunity to help individual pupils. Pupils also begin to lose interest when whole-class introductions to lessons are over-long. Pupils' work is regularly marked and diligently corrected. However, written feedback does not provide enough guidance to pupils on how to improve their work.

The school is satisfactorily led and managed. The new headteacher has very quickly established a secure understanding of the school's strengths and weaknesses. She is working closely and effectively with the deputy headteacher, who has helped to provide a consistent and stable leadership presence within the school during the changes at the top. Staff express strong confidence in the new headteacher because she has already met with them individually, set a clear tone and direction for the

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development of teaching and learning, and introduced a regular weekly programme of training and staff development. Though discussions have begun on allocating roles of responsibility to staff, especially subject leadership roles, these are not yet established, leaving considerable responsibility for leadership and management to the headteacher and deputy. The governing body ensures that statutory requirements are met and is supportive of the school. Although the school's aims, at the time it opened, were clear, the changes of staff, and of some governors, mean that these are no longer fully understood and supported by all key stakeholders.

The work of the school is well monitored and pupils' progress is tracked rigorously. Improvements to provision as a result of this have secured better standards in writing for Year 1 pupils than they achieved at the end of their Reception Year. That the school has maintained at least satisfactory standards in all areas of its work, despite staffing upheavals, indicates it has satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise the attainment of pupils by:
  - ensuring that planning takes good account of the needs of different groups of pupils, especially the more able, so that work is well pitched to meet the needs of all
  - making sure that practical activities in the Early Years Foundation Stage are challenging enough for all, especially the more-able children
  - developing activities that capture boys' interest in writing in Reception and Nursery.
  
- Improve the quality of teaching and learning by:
  - making sure that introductions are not over-long so pupils have more time to engage actively in their learning
  - ensuring that feedback to pupils provides them with clear guidance on what they need to do to improve their work.
  
- Develop the leadership and management of the school by:
  - establishing a clear leadership structure for subject leaders in post and putting a programme in place to support these new roles
  - ensuring the governing body works with stakeholders to re-establish a clear strategic direction for development for the school.

### **Outcomes for individuals and groups of pupils**

**3**

Pupils in Year 1 are achieving satisfactorily from their slightly below average skills at the end of Reception. They show interest in their work and the large majority make

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at least satisfactory progress in literacy and numeracy. Many pupils have made good progress in writing as a result of focused work this year. Learning in lessons is satisfactory. Many pupils are articulate speakers who express their ideas well and demonstrate signs of creative thinking in their work. However, able pupils are not sufficiently challenged to develop this creativity to a higher level. In a satisfactory literacy lesson, more-able pupils were keen to give their views on role-plays of poems about transport by others in the class. However, they were only able to do so in a limited way as opportunities had been missed to allow them to work in pairs to develop and record their views in detail. Pupils with special educational needs and/or disabilities make satisfactory progress overall. They often make good progress when working in small groups with a teaching assistant. There is no significant difference in the progress of pupils based on their ethnicity. Pupils make satisfactory progress in subjects such as science and history.

Pupils behave well around the school. However, their enthusiasm in lessons results in some calling out and the need for teachers to gently remind them to re-focus following pair-discussion on the carpet. Pupils are polite, curious about others and confident to ask questions. They demonstrate a growing capacity for reflection, and more-able pupils in particular are insightful in their observations of the world around them. Pupils are developing satisfactory skills of teamwork and cultural awareness. Pupils make a satisfactory contribution to the school and wider community. They have some influence on decisions about school life.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

While overall teaching is satisfactory, good teaching was also observed where pupils were engaged in interesting activities that promoted their learning well. Teachers make good use of interactive whiteboards to support pupils' learning. Questioning is often good at teasing out what pupils understand and pair-talk often used effectively to help pupils discuss ideas and clarify their thinking. However, in some lessons, pupils sit for too long listening to introductions or whole-class sessions and this reduces the time they have to engage actively in their learning. Teachers set clear objectives for learning in their planning but do not plan closely enough for individual needs to support consistently good learning. Marking is inconsistent in the feedback for improvement and, as a result, pupils are not sure about what they need to do to improve their work.

The curricular provision for literacy and numeracy is developing well with, for example, effective provision for guiding pupils' reading so that they develop deeper understanding of character and plot. Topics are satisfactorily used to make links across different subjects. A new information and communication technology (ICT) suite is beginning to help pupils build more effectively on the skills gained in the early years. Enrichment through the visual and performing arts, and visits and visitors, makes a satisfactory contribution to pupils' personal development.

Care, guidance and support for pupils are good. Pupils are well supervised at break and lunchtimes. The school makes good use of external professionals and agencies, especially to support pupils whose circumstances may make them vulnerable. Attendance issues are tackled vigorously so that, for example, the small amount of persistent absence has been successfully eliminated.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The new headteacher is already establishing effective teamwork amongst staff and a working partnership with the governing body. A recent staff training day included governor representation and began the process of pulling together a shared vision of the school's purpose. While there is a clear vision statement in the original documentation when the school was founded, there has been notable change in the make-up of the staff and some within the governing body, including foundation

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members. The governing body recognises this vision statement needs revisiting as a result of these changes. However, there are some differing views as to the way forward, and in particular what balance should be given to the priorities of promoting faith education and Punjabi studies, and of meeting the expectations of the National Curriculum.

The headteacher and deputy check the school's work well, especially teaching and learning. They have an accurate view of how good the school is and provide constructive advice to staff on how to improve their practice. Staff agree they are benefiting from the frequent feedback they receive. However, there is limited delegation of leadership responsibility beyond the headteacher and deputy. Teachers are very keen to take on subject leadership roles but acknowledge they need support and training. The governing body is improving its monitoring role and members are now visiting lessons. They ensure safeguarding procedures are good, and oversee health and safety and checks on all adults in the school to ensure their suitability for work with children.

Equality of opportunity is satisfactorily promoted. Pupils' progress is tracked diligently and analysed. Groups or individuals achieving less well are identified and action taken, but with varying success. The school promotes community cohesion satisfactorily. It has made good links with some local schools. These are well used to help pupils to work with those from backgrounds different to their own. Links with the local community are satisfactory. Global links are at an early stage of development. The school is becoming stronger as a community. Relationships between adults and pupils are strong and pupils get on well with one another.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

Personal and social development and physical development tend to be good when children begin school but there are sometimes gaps in the more academic areas such as reading, writing and calculation. Provision has improved this year to better address these gaps. Children achieve satisfactorily whatever their starting points. As they become more confident in English, children more readily demonstrate their good abilities in other areas such as reading and writing. In the Nursery, children often use the language spoken at home and staff encourage this well by using this, especially Punjabi, to ensure children understand key points. By the time children are in Reception, their need to use a language in addition to English is much reduced, though they enjoy learning how to read and write Punjabi. Children coming to the end of their Reception Year now are attaining above-average standards. This is better than last year, in part at least because the current group is stronger than that of 2010.

Satisfactory provision leads to satisfactory learning. There is a good balance between activities chosen by children and those led by adults. On occasions, though, introductions to lessons in Reception are over-long. Relationships between adults and children are uniformly good and adults support children effectively while they are working. Practical activities in both Nursery and Reception capture children's interests and engage them well. The quality of the activities, however, varies. Some are well developed and encourage children to work things out for themselves and to develop their learning to a higher level. Others are not demanding enough, especially for more-able children. For example, some activities have limited learning outcomes so that children are simply playing, for example with sand or with water, with missed opportunities to promote social, language or problem-solving skills. Conversely, a good activity in Reception required children to explore objects to find out which sank and which floated. A blackboard close by included a table in which children wrote down their results. The exploratory nature of the activity encouraged boys as well as girls and the built-in recording activity encouraged boys to write, which they do not often choose to do as readily as girls. Hence, girls frequently outperform boys in writing.

The outdoor areas are well used and an exceptionally good resource. The Early Years Foundation Stage is satisfactorily led and managed. Teaching is monitored frequently and useful feedback provided to improve provision. Assessment records are well maintained, though not used as rigorously as they could be to inform planning and extend children's learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3

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The effectiveness of leadership and management of the Early Years Foundation Stage	3
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## Views of parents and carers

The overall response rate to the Ofsted questionnaire was higher than is the case in schools nationally. In their responses, parents and carers are overwhelmingly positive about the school and all are happy with their children's overall experience at the school. They are also strongly in agreement that their children enjoy school and are safe.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Khalsa VA Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 115 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	77	27	23	0	0	0	0
The school keeps my child safe	80	70	35	30	0	0	0	0
The school informs me about my child’s progress	68	56	44	38	2	2	0	0
My child is making enough progress at this school	65	57	49	43	0	0	0	0
The teaching is good at this school	79	69	35	30	0	0	0	0
The school helps me to support my child’s learning	69	60	44	38	1	1	0	0
The school helps my child to have a healthy lifestyle	65	57	48	42	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	45	39	60	52	2	2	0	0
The school meets my child’s particular needs	69	60	42	37	4	3	0	0
The school deals effectively with unacceptable behaviour	54	47	52	45	5	4	0	0
The school takes account of my suggestions and concerns	53	46	55	48	2	2	1	1
The school is led and managed effectively	52	45	53	46	2	2	0	0
Overall, I am happy with my child’s experience at this school	82	71	33	29	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**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.**



19 July 2011

Dear Children

### **Inspection of Khalsa VA Primary School, Southall UB2 4LA**

Thank you for making us feel so welcome when we visited your school. We really enjoyed talking to you, being in your lessons, and seeing you learning and playing together. Your school is giving you a satisfactory education and helping you to make appropriate progress in your learning.

The school has a number of strengths and these include:

- You make good choices that are helping you to develop a healthy lifestyle.
- Adults look after you well and help you to feel safe.
- You have good relationships with adults and get on well with one another.
- The school and staff have established a good partnership with your families who are involved well in your learning.

There are a few things we have asked the school to make better:

- Make sure that work is not too easy for pupils who can learn fast.
- Make sure that the activities in Nursery and Reception are challenging enough.
- Provide you with more opportunities to be actively involved in lessons.
- Make sure that you all understand how well you have learned in your lessons, and what you need to do next to improve.
- Share out responsibilities in the school more widely amongst teachers.
- Make sure the governing body helps everyone to work towards the same goals.

All of you can help by continuing to be responsible, attending regularly and working hard.

Yours sincerely

Gulshan Kayembe  
Lead inspector

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