

Khalsa College London Day School

Independent School

Inspection report

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| DCSF Registration Number | 310/6083 |
| Unique Reference Number | 135334 |
| Inspection number | 321995 |
| Inspection dates | 20 June 2008 |
| Reporting inspector | Jill Bainton |

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Khalsa College London Day School is an independent co-educational school for students aged 12 to 18 years of age. It was registered with the Department for Children, Schools and Families (DCSF) in 2007. It is located in Harrow, close to Harrow-on-the-Hill tube station, in North London. There are currently nine students on roll. This is the first inspection of the school under section 162A of the Education Act 2005.

The school aims to *'impart education to all with excellent family values...the students will be given individual attention in small groups to enable them to maximise their potential'*.

Evaluation of the school

Khalsa College London Day School is successful in meeting its aims and provides a good quality of education. The students are taught in small classes and receive individual support from staff. As a result of the school using the National Curriculum effectively and good teaching the students make good progress. The school is successful in encouraging students to become independent learners and self-confident young people ready for the next stage of their education. The school meets all but one of the requirements for registration.

Quality of education

The curriculum is good and meets the needs of the students. The school uses the National Curriculum materials effectively. Staff have devised suitable schemes of work for English, mathematics, science (taught as three separate subjects), history, geography, art and design, German, religious education (RE), physical education, information and communication technology (ICT), business studies, statistics, economics and accounting. Students can study for most of these subjects at GCSE level. They can study additional languages such as Gujarati, Hindi, Panjabi and Urdu at Advanced Level. Personal, social and health education is taught separately. The students are given careers guidance and well prepared for university entrance but currently do not have work experience. There are limited opportunities for creative work. Students are taught art and design and technology but no formal music is taught. Many students attend Saturday school at Khalsa College London Evening School where music and Indian dancing are taught. There is a limited range of visits outside school, but the students have visited a school in Bermondsey as part of a

religious festival. The school has plans to extend these visits to further enhance the curriculum when the formal examinations are over. Students who have been identified as needing additional help or have a statement of educational need are well supported and make good progress.

The quality of teaching and assessment is good. The teachers have secure subject knowledge and implement their plans effectively. The teaching engages the students, whose behaviour is outstanding. The students are motivated; they know they are at school to learn and work hard and respond by listening, trying hard and engaging in the lessons, responding well to the supportive staff. As a result, students make good progress. The lesson plans identify clear learning outcomes, the pace in lessons is good and the content is suitable for the students, including those who need additional help. A good volume of work is completed, students' understanding is regularly checked and homework tasks build well on the lesson content. Independent learning and self-confidence are encouraged; for example students gave short presentations in geography on providing aid to developing countries. Students report that they have settled in well at the school and *'have to concentrate and work hard'*. The school has had considerable success with some students who have failed to thrive in their previous schools. The school achieved commendable success in the first external examinations which students took in 2007. Resources are sufficient and used well to support learning; these include textbooks and information from the Internet. The assessment of students' learning is continuous, Staff are very good at checking learning during lessons and students have very regular tests and end-of-term examinations in preparation for national examinations. The regular reports to parents meet requirements; they contain grades and some suggestions for improvement. However, they provide limited information on course content and there is no provision for parents' comments.

Spiritual, moral, social and cultural development of the pupils

The provision for the students' spiritual, moral, social and cultural development is good. Students report that they are happy at school with one commenting *'There is a family feeling here.'* Attendance is good and behaviour is outstanding. The school holds a daily assembly. The students come from different religious backgrounds and have the opportunity for individual prayers. There is an opportunity for them to say the Lord's Prayer, Hindu Prayer, Sikh Mool-Mantra or Muslim Ayats according to their religion. This is followed by a short act of worship, which includes a moral story. The students study RE including world religions and demonstrated during an RE lesson that they have a clear understanding of the differences between religions. There is a small room set aside for daily prayers should students wish to use it. Members of the London Sikh community founded the school, but students of all religions are welcome at the school, which has an international catchment.

The students relate well to each other and spend time together at break and lunchtimes. There is a harmonious atmosphere, they know the simple school rules and older students act as prefects. To celebrate Divali, Eid and Guru Nanak's birthday, the students give either individual or group performances where they

dance, sing or give short presentations. The school has not yet taken the students on many visits outside the school but has plans to extend this and increase their knowledge of British institutions and services. They have lessons in British history and English literature, which also helps to extend their knowledge and understanding.

Welfare, health and safety of the pupils

The provision for the welfare, health and safety of the students is good. The school has devised and effectively implemented a range of policies which include those for managing behaviour, ensuring the health and safety of students on visits outside the school, anti-bullying and safeguarding students. The member of staff responsible for safeguarding pupils has attended training but this now needs updating to meet current guidelines. The school reacted promptly when so informed and has made arrangements to enrol the member of staff on to the next available training course. The provision for first aid, accidents, fire safety and health and safety at the premises is suitable. The students are aware of what they must do to be healthy. The school promotes healthy eating and students are encouraged to take regular exercise. There are appropriate admission and attendance registers. The school fulfils its duties with regard to the Disability Discrimination Act 2002 and has devised a three-year plan. Students are very well supervised.

Suitability of the proprietor and staff

The school has checked all staff to ensure their suitability to work with children and holds the information on a single central register as required.

School's premises and accommodation

The premises and accommodation are suitable for effective learning. The school uses the first and second floor of a former office building, which provides an attractive learning environment. The building is in a good state of repair and decoration. There is a well-equipped ICT suite. There are no specialist science facilities but use is made of a nearby school for practical work. There is no outdoor play area and the school uses an adjacent public play park for breaktimes and games. There are plans to also use a sports facility in the locality. There are sufficient toilets and facilities for students who are ill.

Provision of information for parents, carers and others

Parents, carers and others are given a good range of information. In addition to the prospectus, there is an informative website and newsletters. All the parents responded to the pre-inspection questionnaire and expressed a very high degree of satisfaction with the school. Parents are given a termly report on their children's progress and have regular meetings with staff.

Procedures for handling complaints

The school has a set of procedures, which meet the regulations.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of the one listed below.

The school does not meet all requirements in respect of provision for students' welfare, health and safety (standard 3) and must:

- ensure that all staff receive safeguarding training and update the policy in line with DCSF guidance *Safeguarding children and safer recruitment in education (2007)* (paragraph 3(2)(b)).

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- provide more information on the course content in the students' reports and make some provision for parents' comments
- provide more formal music teaching
- extend the range of visits outside school.

School details

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| Name of school | Khalsa College London Day School | | |
| DCSF number | 310/6083 | | |
| Unique reference number | 135334 | | |
| Type of school | Secondary | | |
| Status | Independent | | |
| Date school opened | September 2007 | | |
| Age range of pupils | 12–18 years | | |
| Gender of pupils | Mixed | | |
| Number on roll | Boys: 5 | Girls: 4 | Total: 9 |
| Number of pupils with a statement of special educational need | Boys: 1 | Girls: 0 | Total: 1 |
| Annual fees | £5,600–£7650 | | |
| Address of school | 35 Pinner Road Harrow Middlesex HA1 4ES | | |
| Telephone number | 0208 427 5132 | | |
| Fax number | 0208 427 4880 | | |
| Email address | Dmamdekar@aol.com | | |
| Headteacher | Dr M Amdekar | | |
| Proprietor | Khalsa College Trust | | |
| Reporting inspector | Jill Bainton | | |
| Dates of inspection | 20 June 2008 | | |