

Khalsa College London

35 Pinner Road, Harrow HA1 4ES

Inspection dates

14–16 May 2019

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is an inadequate school

- Leadership, management and governance are inadequate and many of the independent school standards are unmet. This is the third consecutive inspection to identify serious concerns.
- The arrangements to keep pupils safe are ineffective. The school's child protection policy continues to be out of date. Some of the required vetting checks on new staff have not been completed or recorded. The staff recruitment process is weak. Leaders and staff have a poor understanding of the latest statutory guidance.
- There are multiple concerns about the premises, fire safety, the admission register, attendance codes and adherence to equalities legislation.
- Pupils' personal development and welfare are inadequate because of the multiple safety failings.
- The curriculum is too narrow. Pupils study academic qualifications only. The quality of careers information, advice and guidance and personal, social, health and economic (PSHE) education is not good enough.
- The quality of teaching, learning and assessment, and pupils' outcomes, are inadequate. The quality of teachers' work is poorly monitored. The evidence of pupils' learning over the past academic year is very poor, and assessment processes are weak.

The school has the following strengths

- Leaders and staff care deeply for pupils and want the best for them.
- Pupils and parents and carers who spoke to the inspector are positive about the school.

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 full report.

Full report

What does the school need to do to improve further?

- Leaders and governors should ensure that:
 - they understand the independent school standards and ensure that these are all met
 - the arrangements for child protection and safeguarding are overhauled to meet all statutory requirements, including in relation to safely recruiting staff
 - the required works to the premises are undertaken, including ensuring pupils access their own toilets, providing an appropriate medical room facility, providing changing and shower facilities and regulating hot water safely
 - pupils access outdoor space more regularly for outdoor play and recreation
 - the Regulatory Reform (Fire Safety) Order 2005 is complied with
 - the admission register meets requirements, and appropriate codes are used accurately to record pupils' attendance
 - an accessibility plan is written and implemented
 - the curriculum is reviewed and expanded, ensuring it includes coverage of all required areas of learning and suitable provision for careers education and PSHE education
 - processes for monitoring teaching, the professional development of teachers and the assessment of pupils are reviewed and strengthened.
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- This inspection identified even more failings than was the case at the previous progress monitoring inspection in October 2018. Leaders do not understand the independent school standards. As a consequence of inadequate leadership and management, many standards are again not met.
- The school's curriculum policy is extremely brief, and makes no reference to any of the subjects offered. In practice, pupils access a narrow curriculum, which fails to offer them experience in all the required areas of learning. All pupils study GCSE courses in English, mathematics, science, business and computer science. Sixth-form students study accounting, mathematics and English at A level. The curriculum still fails to give pupils adequate experience of physical, and aesthetic and creative education.
- The PSHE education programme of study consists of 11 lessons. This is inadequate in ensuring pupils aged 11 to 18 are taught the subject, over time. The lessons do not give sufficient emphasis to the protected characteristics, as set out in the Equality Act 2010.
- Visits from people from various backgrounds and careers continue to be scheduled. However, pupils still have no access to impartial, up-to-date careers guidance to enable them to make informed choices about a broad range of career options.
- Assessment procedures are weak, and monitoring of the quality of teaching and assessment is very poor. Leaders do not know pupils' starting points, or how much progress they have made. Leaders' monitoring is restricted to checking test score percentages. According to their own information, this suggests that the quality of teaching and pupils' outcomes are inadequate.
- The curriculum is not organised to meet the needs of pupils aged 11 to 14, despite the school's registration being for pupils aged 11 to 18.
- A prayer room has been allocated for the school's medical room. The space is inappropriate for such a purpose, and has no washing facility. Additionally, it is within the premises of a primary school on another floor of the building. Thus, it is doubly inappropriate for its intended use.
- The pupils' toilets are on the ground floor. They are accessible to the public, and shared with adult visitors. This is inappropriate. The hot water is scalding hot, as the temperature of the supply is not safely regulated. There are no changing room or shower facilities.
- There is no outdoor space. Pupils do not leave the premises on a daily or regular basis for fresh air, or to play. There is no physical education (PE) programme, and no scheme of work. Pupils have access to the park opposite the school once each week for a timetabled session of PE. In practice, this is an opportunity for outdoor exercise, rather than a lesson.
- The school's admission register still does not meet requirements. The attendance registers use incorrect codes, so leaders have no record as to whether absence is authorised or unauthorised.
- Leaders have not written an accessibility plan. The school, therefore, does not comply with Schedule 10 of the Equality Act 2010.

- The school's work to develop pupils' spiritual, moral, social and cultural understanding, and to teach them about British values, is adequate. Daily assemblies focus on world religions, events in the United Kingdom and around the world, and monthly themes, such as tolerance, friendship and climate change.

Governance

- Governance is extremely weak. Although the governing body meets every term, the sparse minutes show that they do not have a secure understanding of the independent school standards. Governors have failed to probe leaders' work. For example, minutes of meetings show that governors have been told repeatedly that, 'safeguarding is a priority.' In practice, it is clear that leaders do not know what this actually means.

Safeguarding

- The arrangements for safeguarding are ineffective.
- The progress monitoring inspection of October 2018 stated: 'leaders have not updated the school's child protection policy to reflect the most recent statutory guidance issued by the Secretary of State, "Keeping children safe in education", September 2018. The updated policy is not made available to parents on the school's website.' This remains the case. In six months, leaders have not updated their child protection policy. They have, however, printed and filed the statutory guidance.
- The single central register of recruitment checks on staff still fails to meet requirements. It is not a complete register. Instead, it is a disjointed document in multiple parts. Leaders do not understand most of the recruitment checks listed. Checks are not dated. Some teachers, including those recruited since the previous inspection, have started work without the required checks being undertaken.
- The recruitment process is poor, and does not reflect the safer recruitment training, which the designated safeguarding leader has completed. Written references are not taken up, and there is no evidence of a formal application or interview process.
- Leaders responsible for safeguarding care deeply about pupils, but they still have an inadequate knowledge of the latest statutory safeguarding guidance. This is especially concerning as they lead all staff training and induction. There is no suitably trained person to deputise for the designated safeguarding leader, in his absence. Staff have a very limited working knowledge of the latest guidance.
- The school is not compliant with the Regulatory Reform (Fire Safety) Order 2005. Checks on the fire alarm are not logged weekly, and monthly checks on the emergency lighting are not logged at all. It is unclear whether the many actions listed on the external fire risk assessment, undertaken in December 2018, have been completed to the required standards.
- Although leaders want the best for pupils, and the school is described by some as 'a family', pupils are at risk because the arrangements to safeguard pupils are too weak.

Quality of teaching, learning and assessment

Inadequate

- No teaching was taking place during the inspection, and there are only a few pupils on the school's roll. Nonetheless, there is sufficient evidence to confirm that the quality of teaching is inadequate.
- Teachers do not work collaboratively. They do not receive suitable training, and the quality of their work is not monitored in any meaningful way.
- Evidence of pupils' work over the past academic year is very weak. It comprises folders of practice examination papers. Any evidence beyond this, such as written work or homework, is in their notebooks, which they take away with them.
- Pupils' progress is measured according to termly test results. This information shows that pupils often make poor progress over time.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate because of the multiple safeguarding and safety failings.
- The curriculum does not include enough chances for pupils to develop socially and emotionally. There are very few opportunities for enrichment, physical exercise, access to the outdoors, and social interaction. The school's PSHE programme is very limited. It lacks sufficient focus on people with protected characteristics. As a result, pupils' personal and social development is restricted.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils say that behaviour is good, and that there is no bullying in the school. There are no records of incidents, misbehaviour or bullying because there have not been any. However, teachers' reports to parents state that pupils' behaviour in many cases is, in their words, 'not good'.
- Attendance and punctuality are good overall but, in some cases, pupils' attendance has been sporadic. It is unclear whether pupils' absence is authorised or not. This is because the school's system does not use attendance codes appropriately.

Outcomes for pupils

Inadequate

- There is very limited available information about pupils' outcomes and destinations. This is partly because there have been so few pupils on roll recently. It is also because the school's system for identifying pupils' starting points and the progress they make is so weak.
- Pupils' work folders contain mock examination papers only. Progress is measured entirely from termly test results. This information shows that pupils often make insufficient

progress, over time, in many of the subjects they study, especially in English and physics.

- At the time of the inspection, pupils were on study leave, and attended only to sit their examinations.

School details

Unique reference number	135334
DfE registration number	310/6083
Inspection number	10092483

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 school
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	6
Number of part-time pupils	0
Proprietor	Khalsa College London Trust
Chair	Mohinder Kapoor
Headteacher	Sukhbir Kapoor
Annual fees (day pupils)	Variable according to course choices
Telephone number	020 8427 5132
Website	www.khalsacollegelondon.com
Email address	registrar@sikh-uni.ac.uk
Date of previous inspection	6–8 March 2018

Information about this school

- Khalsa College London is an independent day school located in the London Borough of Harrow. The school is registered to educate 50 pupils aged 11 to 18 years. The provision is 'all through'. There is no separate sixth form.
- The previous full standard inspection, in March 2018, judged the school to be inadequate. A subsequent progress monitoring inspection in October 2018 judged many of the independent school standards to remain unmet.
- Trustees of the proprietorial body appoint representatives of other local community organisations as governors. Trustees and governors act largely in an advisory role, mainly

for recruitment of pupils and finance. They delegate all other responsibilities to a fellow trustee, who also fulfils the role of headteacher.

- The school does not use alternative provision.

Information about this inspection

- This full standard inspection took place with no notice.
- The inspector reviewed a wide range of documentation, including school policies, logs, evidence of staff training, and information related to safeguarding, and health and safety. The inspector toured the premises, and considered all available information and evidence in relation to the independent school standards.
- The inspector scrutinised the school's information about pupils' progress and attendance.
- The inspector spoke with two pupils and two parents by telephone. He also met with a parent.
- There were no contributions to Ofsted's online questionnaire, Parent View. There were no responses to the staff survey, and no responses to the pupil survey.
- The inspector had meetings with the proprietorial body's director and headteacher, two teachers and an administrator.
- The inspector spoke by telephone with the chair of the school's governing body.
- The inspector was unable to observe any teaching as all pupils were on study leave. However, he scrutinised all available evidence of pupils' learning, teachers' plans and the school's records of monitoring the quality of teaching, learning and assessment.

Inspection team

James Waite, 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;
 - 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
 - 2(2)(h) that all pupils have the opportunity to learn and make progress
 - 2(2)(i) effective preparation for pupils for the opportunities, experiences and responsibilities of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-

- 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

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(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

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.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 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.

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)(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; and
- 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)(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(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(2) The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.
- 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 1st May 2007, whether-
 - 21(3)(a)(i) S's identity was checked;
 - 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(6) The information referred to in this sub-paragraph is, in relation each member ("MB") of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that-
 - 23(1)(a) suitable toilet and washing facilities are provided for the sole use of pupils;
 - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
 - 24(1)(a) accommodation for the medical examination and treatment of pupils;
 - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 28(1) The standard in this paragraph is met if the proprietor ensures that-
 - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable-
 - 29(1)(b) pupils to play outside.

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.

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