

# Inspection of a good school: The Khalsa Academy Wolverhampton

Millfields Road, Ettinghshall, Wolverhampton, West Midlands WV4 6AP

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Inspection dates: 14 and 15 June 2023

## Outcome

The Khalsa Academy Wolverhampton continues to be a good school.

## What is it like to attend this school?

The distinctive Sikh ethos of Khalsa Academy underpins all elements of the school's work. Governors, staff and pupils see themselves 'as one'. Core Sikh values, such as truth, resilience and compassion, are frequently quoted. There is a calm, inclusive atmosphere in the school. All pupils, regardless of faith, feel valued and enjoy coming to school.

Pupils feel safe in school. They appreciate the relationships they have with staff and the care that staff show them in their learning environments. When bullying happens, it is dealt with. Pupils behave well and have good attitudes to learning. There is a wide range of clubs on offer, including a large and successful Royal Air Force cadet unit.

The curriculum has been carefully developed to meet pupils' needs, including those pupils with special educational needs and/or disabilities (SEND). Teachers have high expectations of their pupils. Pupils make good progress through the school and are successful in external examinations.

## What does the school do well and what does it need to do better?

The experienced, cohesive leadership team shares a distinctive vision for the school, focused on its Sikh values and high expectations for every pupil. Leaders are considerate of the well-being of staff and pupils.

Leaders have developed a curriculum that is ambitious for all pupils, including pupils with SEND. The curriculum carefully builds upon pupils' earlier learning.

Teachers present information clearly in lessons. They thoughtfully break learning down into smaller sections to help pupils understand and remember their work. Many teachers look for opportunities to make learning relevant and interesting, so pupils are often engaged and enthused by their learning.

In many lessons, teachers frequently check for understanding with sharp questioning. They address misconceptions as they arise. When teachers use assessment strategies well, pupils can explain how they are helping them to improve their work. However, this is not consistently the case.

Pupils' conduct around the site and in lessons is both calm and considerate of others. Students in the sixth form are excellent role models for younger pupils. In lessons, teachers have high expectations of pupils' behaviour. Pupils are respectful to adults and their peers. They listen well and participate fully in their lessons.

Leaders have ensured that pupils with SEND are identified early. These pupils are at the heart of the teaching and learning changes that leaders have implemented. Teachers use a variety of well-targeted approaches to ensure that pupils with SEND make good progress in their learning. For example, they give pupils time to think before expecting a response to a question.

Opportunities for reading are planned into many curriculum areas. For example, in the humanities, pupils read newspaper articles about current issues. Pupils also read regularly during form time. The school encourages a wider interest in reading through visits by local authors and celebration of World Book Day. However, the programme to support weaker readers only started recently. Leaders are monitoring its effectiveness to ensure that weaker readers gain the knowledge and skills they need to become confident, fluent readers. Some pupils who struggle with reading do not catch up as quickly as they could.

In the great majority of subjects at key stages 3, 4 and 5, pupils achieve well. They have a secure understanding of the planned curriculum. Pupils perform particularly well at examinations in key stage 4, exceeding national expectations. Leaders have reviewed a few areas of underperformance and put in place action plans to address their concerns. Pupils are well prepared for their next stage of learning.

Pupils' wider development is focused on the school's Sikh ethos. Links with fundamental British values and other religions are carefully considered. This ensures that all pupils feel fully included within the school. Leaders make good use of assemblies, celebrations, speakers and visits to ensure that pupils get a range of cultural and religious experiences.

Sixth-form pupils benefit from a growing enrichment programme. They have opportunities to develop their leadership skills by organising clubs and societies or supporting younger pupils with reading.

Leaders have ensured that careers support is appropriately resourced and very much part of school life. All pupils can participate in a careers fair. Pupils appreciate the good careers advice they receive. This ensures they are well informed for their next steps.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding procedures are secure. Trustees and leaders have built a strong culture of safeguarding. Internal systems are effective in identifying pupils at risk. School records show that leaders are tenacious in finding the appropriate support or help for a pupil.

A range of programmes are run through the school's student support centre. For example, help is provided for pupils with anxiety. Safeguarding leaders make good use of the information they glean from local and national sources to ensure that staff and pupils have rapid access to training on current issues. For example, all staff and pupils have received information about the risks associated with artificial intelligence.

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

### **(Information for the school and appropriate authority)**

- There are inconsistencies in the way that teachers check how well pupils are learning. This means that pupils do not always know what they need to do to improve. Consequently, pupils do not consistently learn as well as they should. Senior leaders should develop their use of assessment so that all teachers systematically check for pupils' understanding.
- The school has only recently implemented intervention programmes for weaker readers. This means that those pupils in the early stages of learning to read do not make sufficient progress to catch up with their peers. Leaders need to ensure that these pupils are supported to become fluent readers and therefore access the whole curriculum.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, The British Sikh School, the school to be good in April 2018.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	142080
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10269446
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	767
<b>Of which, number on roll in the sixth form</b>	130
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Shaminder Kaur Rayatt
<b>Principal</b>	Anita Kaur Notta
<b>Website</b>	<a href="https://www.khalsaacademiestrust.com/291/welcome-to-the-khalsa-academy-wolverhampton">https://www.khalsaacademiestrust.com/291/welcome-to-the-khalsa-academy-wolverhampton</a>
<b>Date of previous inspection</b>	10 to 11 December 2019, under section 8 of the Education Act 2005

## Information about this school

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school uses alternative provision at two registered providers.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The lead inspector met with the members of the school’s local advisory board and the trust, the executive principal and senior leaders.
- Inspectors carried out deep dives in these subjects: science, art and design, history and foreign languages. For each deep dive, inspectors met with subject leaders, discussed the curriculum, and visited a sample of lessons. Inspectors met with teachers and spoke with pupils about their learning. Inspectors also scrutinised samples of pupils’ work.
- Inspectors also visited lessons in some other subjects.
- Inspectors spoke with leaders and staff working in pastoral roles. Inspectors spoke with pupils about their wider development and other aspects of school life.
- Inspectors reviewed a range of safeguarding documentation, including the school’s single central record.
- Inspectors considered responses to Ofsted Parent View and the responses to Ofsted’s pupil and staff questionnaires.

### **Inspection team**

Deborah James, lead inspector

Ofsted Inspector

Richard Wakefield

His Majesty’s Inspector

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