



Section 48 School report

Khalsa Primary School

Wrexham Road, Slough, SL2 5QR

Inspection date 13.03.2017

Overall effectiveness Previous inspection: Outstanding

This inspection: Outstanding

Religious Education and Sikh Studies	Outstanding	1
Collective Worship and students' Spiritual, Moral, Social and Cultural Development (SMSC)	Outstanding	1
Leadership, Management and Governance	Outstanding	1

School context:

- Khalsa Primary School was opened as a voluntary aided Sikh faith school in September 2007. It is larger than average primary schools and is heavily oversubscribed with 210 pupils on the waiting list. Pupils are mainly Sikhs of Indian heritage. They come from several surrounding boroughs and a small number of pupils belong to other minority ethnic groups.
- Khalsa is a Sikh faith school, but teaches all other major faiths represented in the UK. Religious education (RE) is taught per Slough Agreed Syllabus. This meets the requirements of the inspection authority, the Network of Sikh Organisations (NSO).
- The school aims to foster an ethos of respect, honesty and helpfulness where pupils of all faiths and those who identify having no faith are valued and supported through the school's Sikh principles of Kirat Karna; Nam Japna; and Vand Chakna.
- All school policies and practices incorporate the Sikh ethos, particularly those that apply to personal development. Policies such as good behaviour policy, sex and relationship policy, anti-bullying policy and equalities policy are rooted in Sikh values.
- Khalsa requires 20 per cent places to be made available to non-Sikh pupils should they wish to attend. Though a Sikh faith school, Khalsa Primary School admits pupils from different faiths and those of no faith. Currently there are 96 percent of pupils from the Sikh faith.
- The proportion of pupils who have disabilities or have special educational needs is below average. The proportion of pupils who are known to be eligible for the pupil premium, which is an additional government funding provided for pupils to be eligible for the free school meals and are looked after children is below the national average.

- The school has recently appointed a leader for RE and Collective Worship (CW).
- **What does the school need to do to improve further?**
- Embed the newly implemented assessment system in RE to ensure that pupils' progress is tracked rigorously so that they all make the best possible progress.

Religious Education and Sikh Studies

outstanding

- RE has a prominent profile in the school and highly contributes to teaching the Sikh values and promotes pupils' spiritual development extremely well. Pupils make outstanding progress in RE because of the high quality of teaching they receive. The Sikh teachings are central to school life and the designated rooms such as medical and staff rooms and library named after famous Sikhs provide strong role models for pupils to emulate. The displays of prominent Sikhs who have been successful in different walks of life, further motivate pupils to aim high. The Sikh ethos pervades the school life and this encourages pupils to be confident and determined learners who aim to achieve high standards.
- Teachers have high expectations and provide activities that challenge pupils of all abilities. On the inspection day, pupils were celebrating the Sikh festival of Hola Mohalla, and were learning about the Hindu Holi festival and Christian Easter Story. Pupils of all ages and abilities could write these stories using appropriate vocabulary, with good use of punctuation and grammar thus demonstrating strong links with literacy. Pupils take pride in their work and the work is always presented beautifully with neat handwriting.
- Pupils have positive attitudes to learning and take part enthusiastically in all the activities offered by staff. They take their learning seriously with no disturbance in lessons.
- Teachers' skillful questioning enable pupils to think deeply, recall previous learning and find answers. They learn about the three golden rules of Sikhism: Nam Japna (remembering God), Kirat Karna (working hard to earn an honest living), and Vand Chakna (Seva- helping others) and discuss how they can put these principles into practice in their daily life. They raise funds for a wide range of charities, thus practicing the principle of Seva; that is serving those who are less privileged than themselves.
- The RE curriculum reflects the teaching of Sikhism and all the other major faiths practiced in Great Britain by following the locally agreed syllabus for RE. It is well thought out and ensures strong progression and continuity from Reception to Year 6 classes. In older pupils' classes, more emphasis on understanding and practicing the teaching is clearly seen in the work they do for charity and in working within the local community. The curriculum is further enriched through several visits to places of worship.
- Pupils' work around the school is displayed beautifully in 'photo frames', which not only value their work but also encourages them to take pride and produce high quality work. Display of pupils' work, and scrutiny of their books showed that they have learnt about Hinduism, Buddhism, Christianity, Judaism and Islam. Staff from different religious backgrounds bring their own specialisms and enrich their pupils' learning. For example, on the inspection day, a Christian Y2 teacher taught pupils about, 'Jesus coming back to life' and a Hindu teacher taught about Prahlad's test through the story of Holi.
- Pupils know many stories from Sikh faith and other religions. They know the stories behind festivals and other celebrations. Sikh teachings of equality of all human beings are well promoted through discussions in lessons and displays. Pupils enjoy learning about their own religion and have positive attitudes about learning other religions.
- Most older pupils know the names of leaders of religions; names of places of worship and can name the holy books of all religions. They know about the importance of Rehat Maryada (A guide to the Sikh Way of Life) and use it to explain how to conduct ceremonies and celebrate festivals.
- Most pupils have memorized the first five pauris of Japji Sahib, many can go beyond and are aiming to learn the whole Japji Sahib. There is a strong emphasis on learning the meaning of shabads in English, so that pupils understand what they are reciting and can

practice these teachings. Pupils as young as Year 2 can recite the Ardas (the main Sikh Prayer) from memory. Pupils know many shabads from memory and staff always ensure that they understand the meaning in both languages of Punjabi and English.

- Assessment system in RE has been introduced recently to enable staff to track pupils' progress more systematically. However, pupils' work in their books indicates that their literacy skills are very well developed and most make outstanding progress.

The quality of Collective Worship and the development of students' spiritual, social, moral and cultural development

outstanding

- Collective Worship promotes the school's distinctive Sikh values, ensuring that pupils grow spiritually. Worship and prayers in the school gurdwara are recognised by pupils and adults as an essential component of everyday life in the school that enriches their spiritual, moral, social and cultural development. All staff and pupils regardless of their faith and belief attend the prayers and say that their own faith is enriched by the opportunities to pray and reflect on the teachings contained in the Guru Granth Sahib. Pupils say that the best thing they like about the school is the opportunity to visit the gurdwara as one remarked, 'this has helped me to improve as a person. I am a happy human being.'
- The monthly award given to pupils for living by the values gives immense encouragement to pupils to engage in serving the school and the local community. Pupils demonstrate excellent skills in singing and playing musical instruments such as harmonium and tabla during the prayers. They have a good repertoire of shabads which they sing regularly in the gurdwara. The Sikh chaplain, ensures that pupils understand the meaning of the shabads both in English and in Punjabi. This emphasis on reading, understanding, reflecting and practicing is very refreshing, 'living the teachings' permeates and enriches the whole school ethos. Pupils are regularly reminded to practice the Sikh values of love, compassion, contentment, humility and truth.
- Pupils are proud of the Sikh ethos; they feel safe and well cared. This enables them to be confident and flourish both academically and in their personal development. The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Pupils have an excellent understanding of British fundamental values of democracy and the rule of law.
- Pupil elect members for the Pupil Council, and have opportunities to interview the local authority councilors. This gives them good understanding of how democracy works. Equality and diversity is the strength of the school. The school ethos based on, 'The fundamental belief of Sikhism is that all of humanity is equal regardless of gender, faith, creed and caste, and the respect is based on the right of every individual without oppression or segregation from society' is implemented by all members of the school community with great enthusiasm.
- Celebrations of religious festivals, and other important occasions such as Remembrance Day, give pupils excellent opportunities to develop their respect, understanding and positive attitudes towards others. Pupils know how to be safe as they are given very good information within PSHE lessons when they discuss emotional literacy and development of social skills.
- Pupils' behavior is outstanding in lessons, in assemblies and at break times. They treat each other and adults with respect. Staff are strong role models they show respect for pupils and in return, pupils respond positively. The high expectation of outstanding behavior has a

strong impact on pupils' achievement. Pupils learn in a calm and peaceful atmosphere that has a positive impact on pupils' learning.

Leadership and management

outstanding

- All leaders and managers provide a united commitment to expressing a clear vision built upon distinctively Sikh values. The RE co-ordinator who is new to his role, and extremely well supported by the headteacher, is very knowledgeable about the Sikh way of life and is committed to ensuring that pupils practice the Sikh values of equality and respect for all religions. This vision is shared regularly and as a result everyone understands their role towards achieving the best outcomes for all pupils.
- The governors have a clear strategic view and an ambition for excellence for their Sikh school, that well prepares pupils for the multi faith and multi-cultural British society. The Chair of Governors, who has his children in the school, has first-hand knowledge of the strengths of the RE and CW within the school. He is impressed with the status of RE and CW within the school and is happy to state that pupils' achievement is outstanding. The Governors regularly visit the school and take part in celebrating festivals and other events. They support the staff in realising their vision of care, tolerance, discipline and hard work.
- The school has developed and implemented an effective curriculum that helps teachers to maintain continuity and progression in pupils' learning and have established appropriate strong links with other subjects such as art, design and technology, literacy, numeracy and music. Strong partnership with parents, and the wider community enriches the school's curriculum. Visits to places of worship bring the curriculum to life.
- The leaders and governors have a clear understanding of the school's strengths in relation to its teaching of RE. The performance information is examined rigorously to ensure that teaching meets pupils' needs and they achieve the highest possible standards. The school has implemented a new assessment system to ensure that pupils' progress in RE is tracked strongly and the information is used to further improve standards.
- Pupils are enormously proud of the Sikh ethos and demonstrate this well through their impeccable behaviour. Parents, pupils and staff are supportive of the Sikh ethos and the teaching and learning of RE. The whole school is a cohesive community working to achieve the highest possible standards for their pupils.

Reporting Inspector:

Lady Kanwaljit Kaur-Singh OBE

Deputy Director Network of Sikh Organisations (NSO)

**Network of Sikh Organisations
Statutory Inspection of Sikh Schools Report**

This inspection of the school was carried out under section 48 of the Education Act 2005 and guidance from the Guru Granth Sahib and the Sikh Rehat Maryada.

School details

Type of school	Primary
School category	VA
Age range of pupils	3-11 (by 2018)
Gender of pupils	Mixed
Number of pupils on the school roll	467
Appropriate authority	The governing body
Chair	Mr Jujhar Singh
Headteacher	Mr Raminder Singh Vig
Date of previous school inspection	22 November 2011
Telephone number	01753 823 501
Fax number	N/A
Email address	office@kpsslough.com

