

Guru Gobind Singh Khalsa College

Independent school standard inspection report

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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, 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.^{1, 2}

Information about the school

Guru Gobind Singh Khalsa College is situated in Chigwell, close to both London and the Essex countryside. It opened in September 1993 and is a non-selective college for up to 550 boys and girls pupils aged between three and 19 years of age. Currently 271 pupils attend, including 19 students in the sixth form. There are 25 children in the Early Years Foundation Stage, all of whom receive government funding. There are no pupils with a statement of special educational needs. The college makes provision for pupils of the Sikh faith and also welcomes those from other faiths. It was last inspected in March 2009 when it met nearly all of the regulations. The sixth form has been established since the last inspection.

The college aims to provide a high quality education for each individual pupil, to promote equality and to develop young people with the attitude and skills to become successful and responsible members of society.

Evaluation of the school

Guru Gobind Singh Khalsa College continues to provide an outstanding quality of education. This is achieved through the successful achievement of their aims, very well qualified specialist staff, the encouragement of high expectations and a commitment by senior management to ensure that all the pupils have every opportunity to succeed. The outstanding curriculum and teaching is very carefully matched to the needs of the pupils, who make outstanding progress according to their starting points. Pupils' spiritual, moral, social and cultural development, their behaviour and welfare, health and safety, and the provision for the Early Years Foundation Stage are outstanding. All requirements regarding safeguarding are effectively met. The college has responded to the small number of regulatory failures at the time of the previous inspection and all regulations are now met.

Quality of education

The curriculum is outstanding and effectively meets the needs of the pupils. The curriculum for the children in the Early Years Foundation Stage is outstanding and is very effectively delivered. The college curriculum covers all subjects of the National Curriculum and each pupil is given the opportunity to study, and the older pupils take examinations in, their own language. These are currently Urdu, Hindi, Punjabi,

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

Gujurati, Tamil and Bengali. There is a detailed curriculum policy which is supported by appropriate plans and schemes of work. The curriculum promotes effective communication and basic skills. Commercial schemes for literacy and numeracy are used very effectively and imaginatively from the youngest classes. The provision of focused study weeks, such as art week, adds interest and enjoyment to the already wide curriculum. Older pupils are able to study a wide range of GCSE examinations, often starting and completing the course early. Year 10 pupils take GCSE examinations in mathematics and dual science and achieve notable success. In the growing sixth form, students have a wide choice of subjects to study to A level. Information and communication technology (ICT) is given a very high priority. It is very well resourced, including interactive whiteboards, which are well used by staff to extend the pupils' learning. Pupils study a wide range of topics in personal, social and health education. Those with an identified disability or special educational needs are well supported. The college has had significant success with pupils who have moved after a difficult experience at their last school. The college focuses on ensuring that pupils have a range of qualifications to achieve academic and personal success and are well prepared for their next stage of education, including having careers guidance. The curriculum is further enriched by lunchtime activities, which are often used to improve standards as well as leisure activities. A wide range of visits to places of interest take place, such as The Ragged School and Epping Forest recently.

Teaching and assessment are outstanding, including in the Early Years Foundation Stage. Staff have high expectations to which the pupils respond positively, with staff effectively supporting individual needs in the wide ability range within classes. Staff know the pupils and their individual capabilities very well, partly because of the small classes and also due to the comprehensive assessment processes. Staff are skilled at explaining to pupils what they are going to learn, which subsequently helps them to identify what they need to do to improve their work. Staff use a wide variety of methods in their teaching and the pace of lessons is mostly brisk. Homework is used well to extend pupils' learning and younger pupils have begun successfully to use an online system. Pupils are motivated to learn, most listen attentively in lessons, are confident to ask for help and complete the tasks given to them conscientiously. There is a strong focus on English and mathematics, with pupils achieving notable success in mathematics examinations and many confirming it is their favourite subject. Pupils of all ages use English texts well, beginning with the youngest children who develop good phonic skills. The college is aware of the need to support pupils' English speaking and writing skills as many speak their own language at home. Written standards are good and improving both in English and across the curriculum. The college has identified that this is an area that they wish to concentrate on improving further.

Assessment is consistent and very well documented. The National Curriculum level criteria are shared with the pupils, with older ones given clear guidance on assessment criteria for examinations. Pupils in the younger classes are very aware of their targets; staff remind them regularly and pupils are keen to work to achieve their next target level. Both the pupils and parents are kept very well informed

through the thorough assessment processes. Marking is regular and helpful to pupils, giving them guidance on how to improve their work. The college was recommended at the last inspection to develop the assessment systems to demonstrate the progress the pupils make as they move through the school. It has achieved this through the new assessment systems. Overall, pupils of all ages are making outstanding progress, as seen in their notable examination successes and high levels of university entrance.

The outstanding provision and outcomes for the children in the Early Years Foundation Stage is due to the high quality of the leadership and management. This has resulted in the setting of challenging targets with staff recognising and meeting the children's individual needs very well, based on highly accurate assessment. As a result, children make rapid progress from their starting points. It was recommended in the last inspection that the use of the outdoor area was increased. It is now used imaginatively to enrich children's learning across the Early Years Foundation Stage curriculum. Parents receive first-rate information about their children's progress.

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of the pupils, their behaviour and the personal development of children in the Early Years Foundation Stage are all outstanding. The children gain self-confidence at an early age. This is a very cohesive community where pupils are very polite and friendly, and their attendance is high. Respect, tolerance and consideration for others are the way of life for all. As a pupil remarked, 'We are all different but we are all respected equally.' Positive relationships and well-supported learning experiences enable them to develop self-esteem and self-confidence. As a result, their attitudes to learning are excellent. Pupils of all ages are keen to contribute to the community and take on responsibilities which they discharge with enthusiasm and pride. Through discussion, the pupils confirmed that they enjoy their school life and they regard the school as one big family. There is a college council for older pupils and the younger pupils have expressed a wish to be involved.

Pupils' spiritual development is outstanding. All major faiths are taught in religious education and this gives pupils a very good insight into the lives of others. There are two daily acts of worship to meet the needs of all faiths. The pupils visit the Gurdwara daily where they lead the whole service with very little adult support. Pupils show great reverence, listening to their peers' singing of *shabads* (hymns) and reading from the *Guru Granth Sahib* (Sikh scriptures). The whole ethos is spiritually uplifting. Pupils are reminded about their moral duties of good living and *sewa* (serving others) through the religious teachings.

Pupils are encouraged to appreciate the wide cultural diversity within the college. Many visits to places of educational interest enrich and extends their understanding of English public services and institutions. The college effectively uses its pupils' religious and cultural background to raise their multi-cultural awareness. A strong ethos of cultural and religious tolerance pervades in the college and pupils work, and play in a happy and harmonious atmosphere.

Welfare, health and safety of pupils

The welfare, health and safety of the pupils throughout the college and the children in the Early Years Foundation Stage are outstanding. High levels of staff support and supervision actively promote the safety and welfare of the children and pupils. The college has devised and effectively implemented an extensive range of policies including anti-bullying; health and safety, including visits outside school; behaviour; and safeguarding. All of these policies have due regard to national guidance. The designated persons responsible for child protection are trained appropriately in both safeguarding and safer recruitment. All staff are trained in safeguarding: the detailed policy meets the requirements and staff are fully aware of the procedures to be followed in the event of a disclosure. The college very carefully risk assesses all activities both within and outside the college, and is very vigilant in checking safety within the school site and outdoor areas. A large number of staff are fully trained in first aid, including paediatric first aid, and accidents are carefully recorded. The college encourages the pupils to stay fit and healthy and provides wholesome vegetarian lunches. Pupils expressed a desire for more variety in the lunches with possibly less Indian food which most say they have at home. Precautions for fire prevention are very thorough, with a risk assessment undertaken annually. All fire appliances are checked annually, and fire drills are undertaken regularly and recorded. The pupils are well supervised at all times and staffing ratios are high. The admission and attendance registers meet the regulations. The college fulfils its duties under the Equality Act 2010 and has devised and fully implemented a three-year accessibility plan.

Suitability of staff, supply staff and proprietors

The college checks the suitability of all staff to work with children and the information is recorded on the required single central register of staff appointments. The register now includes all the information required on the proprietors.

Premises and accommodation at the school

The college is located in the premises of a former local authority school. The facilities fully support the teaching of the curriculum. Specialist facilities add to the quality of provision. The Gurdwara occupies a central and symbolic location in the college. All pupils, of whatever religious persuasion, treat this with due reverence.

The building is in satisfactory decorative order, warm and welcoming. The grounds are put to very good recreational use. Following the last inspection, the college has improved the washroom facilities for pupils and these now meet requirements.

Provision of information

The college provides all interested parties with a good range of information and keeps them very well informed on all aspects of the pupils' progress. Parents and

carers responded very favourably to the pre-inspection questionnaire, making comments such as: 'My son has really gained confidence... they have changed his future.' Another wrote, 'There is an inclusive culture which allows the children to grow... my daughter settled so well after a difficult time at her last school.' A very small number thought that the standards of hygiene in the toilets and kitchens were not up to standard. The toilets have been completely refurbished and are well maintained and the kitchen approved by the local authority's environmental health officer.

Manner in which complaints are to be handled

The college has a set of procedures which meets the regulations and are available to parents, carers and others.

Compliance with regulatory requirements

The proprietor has ensured that the college meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

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

- provide additional opportunities for extended writing in English and across the curriculum to equip the pupils with the higher skills needed for outstanding achievement
- give the younger pupils an opportunity to take part in the college council
- increase the variety of food available at lunchtime.

Inspection judgements

outstanding	good	Satisfactory	inadequate
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The quality of education

Overall quality of education	✓			
How well the curriculum and other activities meet the range of needs and interests of pupils	✓			
How effective teaching and assessment are in meeting the full range of pupils' needs	✓			
How well pupils make progress in their learning	✓			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	✓			
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School details

School status	Independent		
Type of school	Faith College		
Date school opened	September 1993		
Age range of pupils	3–19 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 189	Girls: 82	Total: 271
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£5,687		
Address of school	Roding Lane, Chigwell, IG7 6BQ		
Telephone number	020 8559 9160		
Email address	info@ggskcollege.co.uk		
Headteacher	Amarjit Toor		
Proprietor	GGSK College Trust		

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.



27 February 2012

Dear Pupils

Inspection of Guru Gobind Singh Khalsa College, Chigwell IG7 6BQ

I would like to thank you for the way that you welcomed us to the college when we visited recently. We were pleased to join you in some of your lessons and to have the opportunity to talk to you about the college. Thank you, too, for completing the questionnaires.

The inspection judged that the college provides you with an outstanding quality of education and helps you to develop as mature young people when you leave. We were particularly pleased to see:

- that you enjoy attending the college, feel safe and appreciate the quality of the teaching you receive
- the way in which you work hard in your lessons and behave in an outstanding way both in lessons and around the college
- the progress you make and the success you achieve in examinations.

To make sure that the college continues to provide you with a high quality of education, we have asked the headteacher and staff to provide you with more opportunities to extend your writing, more variety in the lunches and to give the younger pupils an opportunity to be part of the college council.

Yours sincerely

Jill Bainton
Lead inspector