

Guru Gobind Singh Khalsa College

Roding Lane, Chigwell, Essex IG7 6BQ

Inspection dates

26–28 September 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Good
Early years provision	Inadequate
Sixth form provision	Inadequate
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an inadequate school

- Arrangements made to safeguard pupils and promote their welfare are weak.
- The school building is not well maintained and this poses risks which potentially compromise pupils' safety and welfare.
- Senior leaders and trustees do not have a good understanding of the independent school standards.
- Systems to monitor the school's effectiveness are poor. Roles and responsibilities are not clear. This has contributed towards the school's decline over time.
- Some pupils' behaviour to and from school is poor.
- The early years and the sixth-form provision are inadequate due to serious concerns about safeguarding pupils.
- Teachers' record-keeping and assessment procedures in the early years are weak.
- The early years outdoor space does not provide a stimulating environment for children.
- The work-related aspect of sixth-form students' learning is underdeveloped. Students often choose inappropriate courses to study, and this leads to underachievement.

The school has the following strengths

- Pupils' constructive behaviour and attitudes in lessons enable them to form positive relationships with their teachers.
- Most teachers' assessments are accurate.
- Pupils make good progress because of the effective teaching they experience.
- Fundamental British values are well understood by pupils in 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?

- Urgently improve the management of safeguarding by:
 - ensuring that all the necessary vetting checks of staff are carried out and recorded on the school's single central record
 - being thorough in completing checks when recruiting staff
 - ensuring that the designated lead for safeguarding has up-to-date training
 - making sure that all staff in the school receive and read the necessary guidance relating to safeguarding pupils, and that this is checked and recorded
 - making sure that an up-to-date safeguarding policy, containing all of the essential information, is produced and posted on the school's website
 - ensuring that record-keeping relating to child protection matters is well organised with clear details of any resolution.
- Strengthen leadership of the school by:
 - ensuring compliance with all of the independent school standards
 - establishing reliable systems to evaluate the school's effectiveness, particularly with reference to pupils' progress and the quality of teaching
 - maintaining accurate records of incidents relating to behaviour
 - reviewing and updating the school's improvement plan and producing an accessibility plan so that plans lead to school improvement effectively
 - clarifying staff's roles and responsibilities and managing their performance thoroughly
 - providing information to parents or prospective parents as required
 - ensuring that the complaints policy contains all of the required information
 - identifying and clarifying the role for the trustees so that they can hold the school's leaders to account.
- Secure pupils' personal development and welfare, and address unacceptable behaviour, by:
 - setting up reliable systems to maintain the school building to ensure pupils' health and safety
 - labelling all drinking water supplies and ensuring that the showers are fully functioning
 - ensuring full compliance with the Regulatory Reform (Fire Safety) Order 2005
 - maintaining accurate attendance and admissions registers
 - dealing appropriately with pupils' poor behaviour on the school buses and ensuring that seatbelts on these buses are fully functioning
 - improving the quality of risk assessments for the school site and off-site activities.
- Improve the effectiveness of the early years provision by:
 - Ensuring that teachers understand how to assess children's progress

- ensuring that teachers in the Nursery provision and Reception Year routinely share information about children
- maintaining detailed records of medical care and ensuring that relevant staff are appropriately trained in first aid
- improving the quality of the outdoor spaces.
- Improve the effectiveness of the sixth-form provision by:
 - monitoring, evaluating and reviewing the provision regularly and acting on the findings
 - clarifying the roles and responsibilities of staff who contribute to the sixth-form provision
 - providing good-quality guidance to prospective students to ensure that they choose appropriate courses and achieve better outcomes
 - designing a comprehensive enrichment programme and offering students good opportunities to develop their leadership skills.

The school must meet the following independent school standards

- The proprietor ensures that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(a) and 7(b)).
- The proprietor promotes good behaviour among pupils by ensuring that the policy is implemented effectively and a record is kept of the sanctions imposed upon pupils for serious misbehaviour (paragraphs 9, 9(b) and 9(c)).
- The proprietor ensures that bullying in the school is prevented, in as far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy (paragraph 10).
- The proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).
- The proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- The proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy (paragraph 13).
- The proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified (paragraphs 16, 16(a) and 16(b)).
- The proprietor ensures that, for persons appointed as members of staff at the school:
 - 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 engaged in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act

- 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 such 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
- checks have been carried out to check the person's identity; the person's medical fitness; the person's right to work in the United Kingdom and where appropriate the person's qualifications
- where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record check is obtained before or as soon as practicable after that person's appointment
- 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 in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed.

- The proprietor ensures that the checks referred to in sub-paragraphs (2)(c) and (2)(e) must be completed before a person's appointment

(paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e) and 18(3)).

- The proprietor ensures that 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 MB
 - 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
 - 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
 - subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB – where relevant to the individual, an enhanced criminal record check; checks confirming MB's identity and MB's right to work in the United Kingdom; and 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

and, where an enhanced criminal record check is made, the Chair obtains an enhanced

criminal record certificate relating to the individual

- and subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made

(paragraphs 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii) and 20(6)(c)).

- 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 and 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 and the information referred to in this sub-paragraph is in relation to each member of staff ('S') appointed on or after 1 May 2007, whether

- S's identity was checked
- 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
- 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
- checks were made to ensure, where appropriate, that S had the relevant qualifications
- an enhanced criminal record certificate was obtained in respect of S
- checks were made pursuant to paragraph 18(2)(d)
- a check of S's right to work in the United Kingdom was made; and checks were made pursuant to paragraph 18(2)(e),

including the date on which each such check was completed or the certificate obtained; and 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 of which such check was completed.

- The information referred to in sub-paragraph (4) is in relation to each member of staff in post on 1 August 2007 who was appointed at any time before 1 May 2007, whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.
- The information referred to in sub-paragraph (6) is, in relation to each member ('MB') of a body of persons named as the proprietor appointed on or after 1 May 2007, whether the checks referred to in paragraph 20(6)(b) were made and the date they were made and the date on which the resulting certificate was obtained.
- The information referred to in sub-paragraph (7) is, in relation to each member of a body of persons named as proprietor in post on 1 August 2007 who was appointed at any time before 1 May 2007, whether each check referred to in sub-paragraph (6) was made; and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.

(Paragraphs 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii),

21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(6), 21(7), 21(7)(a) and 21(7)(b)).

- The proprietor ensures that 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 (paragraphs 23(1) and 23(1)(c)).
- 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 (paragraph 25).
- The proprietor ensures that cold water supplies that are suitable for drinking are clearly marked as such (paragraphs 28(1) and 28(1)(c)).
- The proprietor ensures that the information specified in sub-paragraph (2) is provided to parents and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate; the information specified in sub-paragraph (3) is provided to parents and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
 - particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school’s internet website or, where no such website exists, are provided to parents on request
 - the proprietor must provide particulars of the school’s policy on and arrangements for admissions, misbehaviour and exclusions
 - particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language
 - particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13
 - details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year (paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(3), 32(3)(a), 32(3)(b), 32(3)(d) and 32(3)(f)).
- The proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is provided to the complainant, and where relevant, the person complained about; and is available for inspection on the school premises by the proprietor and the headteacher; and provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them (paragraphs 33, 33(i), 33(i)(i), 33(i)(ii) and 33(k)).
- The proprietor ensures that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils (paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

The school must meet the following requirements

- The proprietor ensures that arrangements are made to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.
- The proprietor ensures that the safeguarding and welfare requirements of the early years foundation stage are met.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Senior leaders' understanding of the independent school standards is weak and they have not been routinely checking to what extent they comply with them. Hence, this inspection identified that several of the standards, many of which are highly significant for pupils' welfare, are not met.
- Leaders' understanding of safeguarding matters is unacceptably weak. Systems and procedures to keep children safe are flawed. This means that pupils are potentially placed at risk and their welfare is compromised.
- Senior leaders do not routinely monitor, review and evaluate the effectiveness of the provision. This means that they are unable to identify key strengths and weaknesses accurately in order to sustain improvement.
- Although the principal has a vision for the school, this is not reflected in the school improvement plan. Much of the plan relates to school building maintenance and development, rather than improving teaching and pupils' outcomes. Progress against the actions identified in the school improvement plan has been checked, but the plan is out of date and a revised plan is urgently required.
- Too many people have responsibility for the same area, and the lack of job descriptions contributes to this confusion. Inspectors struggled to gain necessary information, such as the number of pupils on roll compared to the school's admission register, and the number of staff who work in the school.
- There is no system in place to formally manage teachers' or any member of staff's performance. This means that staff do not know what is expected of them or if they are performing well.
- Around one third of parents who responded to Ofsted's online questionnaire, Parent View, said that they would not recommend the school to another parent, and a greater proportion said that they had concerns about the way in which the school was led and managed.
- When inspectors arrived at the school, there was no safeguarding policy published on the school's website. Leaders later uploaded a policy, but this policy is unsuitable and does not meet current government requirements. Some policies are not detailed enough, for example the complaints policy. The school has no accessibility plan.
- Leaders have admitted children aged two years of age for a number of years without authorisation from the Department for Education (DfE).
- Subject leaders, many of whom are class teachers, are committed and clearly have a sound grasp of their area of responsibility, even if they are not held sufficiently accountable for their performance.
- The curriculum is broad and balanced and allows good coverage of the subject areas required. The 'club time' sessions which are built into the curriculum provide a range of extra-curricular activities or give pupils the chance to do some catch-up work with their teachers. This additional time makes a positive contribution to pupils' outcomes.
- Despite weak leadership at a senior level, the quality of teaching is good, and this effective teaching secures good outcomes in the primary and secondary phases.

- Pupils have a good understanding of fundamental British values. They told inspectors that all people should be treated and respected equally, whatever their religion and even when they have no religion at all. Displays around the school reflect the school's own values, which replicate very closely fundamental British values and actively promote pupils' spiritual, moral, social and cultural development.

Governance

- The school has chosen not to appoint a governing body. The three trustees meet termly with the principal, but inspectors' scrutiny of minutes of these meetings shows that matters for discussion are typically operational in nature and not strategic.
- Trustees have not challenged the principal sufficiently about the school's performance and are responsible for the school's decline and its weaknesses in the management of safeguarding.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders have not ensured that their single central record of the checks that they make on staff meets all statutory requirements. Although leaders have undertaken some of these statutory checks, they could not provide inspectors with one coherent staffing list, and several checks have not been carried out.
- Leaders' recruitment procedures when appointing staff are of poor quality. Inspectors who reviewed some files belonging to staff could find no evidence of references having been taken for these staff. Leaders state that they often take phone call references, but have no records of these.
- On the second day of the inspection, leaders were able to provide some evidence that the disqualification by association check had been undertaken for a few staff. However, leaders do not have a clear rationale as to why all staff who come into contact with children under eight years old have not undertaken the check. They equally do not have any evidence that they had undertaken this check routinely, on appropriate staff, since it was required by law from 2014.
- Leaders were unable to provide evidence that they had trained all staff in the most up-to-date safeguarding guidance. Records of this training are incomplete and do not cover all staff. Staff who were spoken to are unclear about their statutory responsibilities to report female genital mutilation (FGM) to the police, or on what their 'Prevent' duty is. Other staff have received no training. There are very few formal referrals from staff to the designated safeguarding leader. Additionally, the designated safeguarding leader's own training expired in 2016. Therefore, staff are not well trained enough to be vigilant to signs of concern about pupils.
- Written records for child protection are either incomplete, badly organised or do not record the actions taken to ensure pupils' safety. This includes evidence of the actions taken to safeguard and care for some of the most vulnerable pupils in the school. Consequently, leaders are not able to adequately assess whether their safeguarding and child protection systems are effective.

Quality of teaching, learning and assessment

Good

- Despite the lack of any clear management of teaching from senior leaders, teaching is effective in the school. This is because teachers have good subject knowledge and high expectations of pupils, and pupils' attitudes towards their learning are positive.
- Teachers plan for learning well and have an accurate understanding of the needs of most pupils in the school. Pupils are assessed at regular intervals and teachers use this information to provide work which poses a suitable degree of challenge, including for the most able pupils.
- The teaching of reading, writing and mathematics in key stage 1 and key stage 2 is a positive aspect of the provision. Pupils' skills are developed well, which sets them up appropriately for when they embark on their secondary school career.
- In a Year 7 mathematics lesson, in which pupils learned about the order of operations in a calculation, the tasks had been allocated to pupils based on the teacher's prior knowledge of their achievement. Pupils also selected some tasks for themselves that posed a varying degree of challenge. Pupils told inspectors that they wanted to challenge themselves through the tasks they chose. They were also able to talk about how and what they were learning, rather than simply about what they were doing.
- Teachers are proactive in working together in the primary and secondary phase to assess pupils' progress and to check that these assessments are accurate.
- Teachers use their assessments of pupils' progress well to ensure that pupils who are at risk of falling behind are identified and that appropriate support is provided through 'club time'. Inspectors' scrutiny of this group's books showed that this additional support is successful and that, in time, they catch up.
- Teachers regularly set homework according to the school's policy and expectations. Pupils record this diligently in their school planners.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. This is because of the ineffective arrangements to safeguard pupils and ensure their welfare, health and safety.
- Leaders have failed systematically to undertake effective safety and safeguarding checks to ensure that they are taking all necessary precautions to keep pupils and staff safe.
- The checks that leaders make to test their compliance with all aspects of health and safety and fire safety requirements are some of the weakest aspects of the school's provision.
- The maintenance of the registers of attendance and admission registers is woefully inadequate. A significant minority of pupils have no admission information. Moreover, leaders were unable to provide any convincing evidence that they check on pupils thoroughly when they are absent or make any formal regular record of the reasons for pupils' absences.

- When inspectors arrived at the school, they found numerous concerns over fire safety in the school. Inspectors found a significant lack of fire extinguishers, fire signs pointing to blocked exits and fire doors propped open, giving open access to the school. Most of these issues were resolved by the time inspectors returned for the second day of the inspection, although leaders failed to provide an acceptable reason for these glaring inadequacies.
- Leaders have not ensured that the checks that they make on a routine basis about the school site and safety requirements meet all statutory regulations. Leaders were unable to provide evidence of these logs until the third day of the inspection. Many of these logs are cursory, which appears to indicate that leaders have found no concerns and have taken no remedial action regarding any electrical fittings, lighting, alarms or fire drills since the previous inspection. Equally, the checking of emergency lighting is not being routinely conducted. Drinking water is not clearly labelled and the showers do not work.
- Pupils raised concerns about their safety on the school bus, where too often there are broken seatbelts, and they feel that drivers do not take sufficient care in their driving.
- Most pupils say that they feel safe on the school site. However, some younger pupils did raise concerns about a dog that lives on the premises in a house on the school field. Some parents also raised significant concerns about the safety of the school site.
- Leaders do not measure appropriately the various risks of some of the off-site activities that pupils undertake. Almost all risk assessments are of poor quality and fail to review the potential hazards for pupils and staff. Often, the risk assessments do not even identify the activity that pupils are undertaking.
- Pupils are taught how to stay safe, especially online, and many are very clear on the actions that they need to take in order to protect themselves. However, younger pupils in key stage 1 have a less well-developed, age-appropriate understanding of how to keep themselves safe online.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils report that while they have no concerns about behaviour in school, they do have some concerns about the behaviour of pupils on the school buses on the way to and from school. Pupils are particularly concerned about some of the jibes, name-calling and poor language exhibited by older pupils towards younger ones.
- There are no formal records in the school about behaviour or bullying. On occasion, pupils admit that there are rare cases on the school site of derogatory language, but that if staff hear these, they deal with them immediately.
- Leaders do not analyse the attendance of pupils, and there is no central management system that records pupils' attendance. However, individual teaching staff do maintain individual logs and these are checked daily to ensure that they have been taken. Inspectors resorted to reviewing these logs, and counting the numbers of pupils in each lesson, as evidence of pupils' attendance in the school. These records would indicate that most pupils attend well and punctually.
- Pupils' behaviour on site is generally very good. Their learning attitudes in lessons are consistently good, most notably but not exclusively in the primary school. Pupils are keen to learn, ask questions, enjoy the range of activities that they receive and work cooperatively with their classmates. Behaviour around the school is generally calm,

including at break and lunchtime. Pupils in school are accepting of one another's different faiths and beliefs, and work harmoniously together.

Outcomes for pupils

Good

- Reading is a strength in the school's primary provision. Most pupils develop an excellent understanding of phonics in Years 1 and 2, and are confident to sound out new words. Visits to Years 1 and 2, and a review of assessment information, show that the school provides a well-rounded and coherent programme of phonics teaching. As a result, pupils learn to read quickly and confidently, and are well prepared for key stage 2.
- In key stage 2, most pupils are confident readers who enjoy and are enthused by books. Teachers encourage a love of reading, through class books and through encouraging pupils to engage in reading outside of school.
- Individual teachers' collaboration and understanding of assessment have ensured that pupils' needs are well met in the classroom. Teachers in each key stage and year in the primary and secondary phases, work together well to ensure consistency in the testing and review of pupils' achievements.
- Most teachers are sharp in identifying pupils who are struggling and need additional support, and provide this through the school's 'club time'. Equally, where learning is best, teachers adeptly plan lessons to set challenges for the most able pupils, so that these pupils are not wasting time undertaking activities that they can do easily. As a result, these pupils make good progress in reading, writing, mathematics, and spelling, punctuation and grammar in key stages 1 and 2.
- As pupils progress through key stages 3 and 4, they build on the knowledge and skills they have acquired lower down the school. Scrutiny of pupils' books across a range of subjects shows that good progress is sustained.
- Pupils typically achieve well at the end of key stage 4 in their GCSE examinations. Provisionally, in 2017, 93% of pupils achieved good passes in English language and mathematics, and 85% in science. Outcomes across other subjects were typically good, particularly in English literature and information and communication technology.
- The very small numbers of pupils who have special educational needs (SEN) and/or disabilities make good progress in their social and emotional development while in the school owing to the support and provision provided by the special educational needs department. However, these newer leaders have not yet been able to ensure that teachers are as confident with using strategies as effectively in the classrooms to provide good learning opportunities.
- Pupils generally have the academic skills that prepare them for the next stage of their educational career. All pupils were in education, employment or training at the end of key stage 4 in 2017.

Early years provision

Inadequate

- The early years provision is judged as inadequate because of the flaws relating to the school's leadership and management of safeguarding procedures.

- Leaders do not have a thorough enough understanding of the statutory welfare or learning development requirements in the early years foundation stage. Teachers' understanding of how they should assess children's development in the early years is weak. Although they complete the statutory records for the local authority, they are not clear on the assessment evidence required to make these judgements on children's outcomes by the end of Reception Year.
- Assessment records presented to inspectors from last year and this year show that teachers and leaders take numerous pictures to try and record some of the things that children learn. However, it is not clear how teachers make judgements on children's development accurately, or how they plan precisely enough for individual children's next steps in their learning.
- Although adults in the early years talk routinely about individual children, they do not formally share assessment information between the Nursery and the Reception. Too often, all children undertake the same activities, no matter what their abilities or needs. For instance, in Reception, the most able children, who are ready to learn more rapidly, are completing activities that they can already do easily, such as basic counting or number recognition.
- It is not clear how teachers check the consistency of assessment in the early years. Leaders and teachers who spoke to inspectors were also not clear about whether the external courses that they attended were for moderation or training purposes.
- Leaders have been routinely providing two-year-old provision for a number of years, although they have not registered this with the DfE. Leaders and teachers have not considered thoroughly enough the additional support and nurture required for two-year-olds, such as the additional resources needed for changing, early potty training, brief sleeps, or learning and development needs. Throughout the inspection, school leaders and teachers could not agree on the numbers of two-year-old children in the school.
- Leaders do not maintain high-quality records about the accidents that occur or the medicines that they administer to children in the early years. The limited records that leaders do have do not provide a coherent overview to how they are vigilant to the ongoing care of children over time. Leaders have also not ensured that there is anyone in the early years who is suitably trained in paediatric first aid. One member of staff was trained, but this has recently run out, and leaders were unaware of this.
- The outdoor areas do not provide suitably stimulating experiences for all children. Although one was under maintenance during the inspection, the other area was very poorly resourced, with no sense of how it supported children's learning and development. Equally, the fencing around some of these areas was not secure and did not allow children free flow in their learning and play.
- Children enter Nursery Year at a level which is typical for their age or above. By the end of the early years, they are ready for the start of Year 1, despite weaknesses in teachers' assessment.
- Teachers have worked productively with parents on induction of children into the early years. However, teachers do not make contact with other providers when their children join Reception from other nurseries, so any prior assessment of these children before they join the school is not taken into account.
- The indoor areas are bright and vibrant and well resourced. Children look forward to

coming to their classes, and most children settle quickly. They are supervised well while on site. Children's behaviour during snack times is securely good.

Sixth form provision

Inadequate

- The sixth form is inadequate because safeguarding in the school is ineffective and this potentially impacts on students' welfare.
- Leadership of the sixth form is shared, and there is nobody who has an overview of the quality of the provision. In addition, there is no evaluation of the sixth-form provision and no sixth-form improvement plan.
- The small size of the sixth form means that the choice of subjects is limited. Subjects offered tend to be heavily weighted towards the sciences, business, and information and communication technology.
- Students in the sixth form join with prior attainment which does not always meet the school's own admissions criteria. Guidance provided to these students is questionable, as they are allowed to commence studying for A-level courses for which they are not theoretically eligible. Many of these students are then obliged to switch to vocational courses after having repeatedly failed to meet the school's expectations.
- Last year's outcomes in Year 12 and Year 13 were disappointing, particularly in A-level and AS-level science subjects and in mathematics. This is linked to the quality of teaching students experience. Those who were entered for vocational qualifications achieved much better results.
- The very few students who enter the sixth form without a GCSE qualification in English and/or mathematics are supported to gain a qualification as soon as possible. Around half of these managed to secure the qualification on their second attempt in 2017.
- The 16 to 19 study programme offered to sixth-form students is not satisfactory. Careers education is sparse and there is no enrichment programme to speak of. The lack of any form of sixth-form common room or designated study area means that many students have to sit at the rear of a classroom where younger pupils are being taught. Sixth-form students are unhappy with this arrangement and say that they find it hard to concentrate.
- Opportunities for sixth-form students to develop their leadership skills are limited. Students have just started to mentor younger pupils. Beyond this, they do not contribute much towards the life of the school. They have positive attitudes towards their studies.
- Despite some students having to change courses, once they have settled, most students in the sixth form do gain places in higher education.

School details

Unique reference number	115437
DfE registration number	881/6042
Inspection number	10033601

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	Independent school with a religious character
School category	Independent school
Age range of pupils	3 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	350
Of which, number on roll in sixth form	33
Number of part-time pupils	None
Proprietor	Guru Gobind Singh Khalsa College Limited
Chair	N/A
Principal	Amarjit Toor
Annual fees (day pupils)	£5,892 to £6,720
Telephone number	020 8559 9160
Website	www.ggskcollege.co.uk
Email address	info@ggskcollege.co.uk
Date of previous inspection	24 February 2012

Information about this school

- Guru Gobind Singh Khalsa College is situated in the outskirts of Chigwell. It opened in September 1993 and is a non-selective school for boys and girls, aged between three and 19 years of age.
- The school was last inspected in February 2012 and its overall effectiveness was judged to be outstanding.

- The school welcomes pupils of any faith as well as those who have no faith.
- The school 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 members of society.
- The school has a below-average proportion of pupils who have SEN and/or disabilities or an education, health and care plan.
- No disadvantaged pupils attend the school.
- The school does not make use of any alternative provision.
- Although the school is only registered to admit up to 550 pupils aged three to 19 years of age, it has also admitted children aged two for the last few years without having being granted permission by the DfE.

Information about this inspection

- This inspection took place with no notice.
- Inspectors observed learning across a range of year groups and subjects. Inspectors also looked at a range of pupils' books to focus on progress made over time.
- Meetings were held with the principal and deputy principal, subject leaders, the special educational needs coordinator, two groups of pupils and a parent.
- Inspectors scrutinised the school improvement plan, policies, information on progress, records of the quality of teaching, learning and assessment, and information on pupils' behaviour and attendance.
- Inspectors listened to pupils read.
- The school's records of the vetting of staff were scrutinised. Additional documents and records relating to safeguarding matters were reviewed.
- Inspectors considered 32 responses to Ofsted's online questionnaire, Parent View, and 21 responses to the staff questionnaire.

Inspection team

John Daniell, lead inspector

Her Majesty's Inspector

Kim Pigram

Her Majesty's Inspector

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