



SECTION 48 REPORT

Khalsa Secondary Academy

Hollybush Hill, Pioneer House, Stoke Poges, Buckinghamshire SL2 4QP

Inspection date 12 November 2015

Overall effectiveness Previous inspection: Not previously inspected

This inspection: Outstanding **1**

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:

- The academy was opened as a free school in September 2013 by the Slough Sikh Education Trust.
- It is a Sikh academy, but teaches all other major faiths represented in the UK. Religious education (RE) is taught according to the Buckinghamshire Agreed Syllabus and additionally Sikh Studies (SS) are taught for one period a week mostly through enrichment periods. This meets the requirements of the inspection authority, the Network of Sikh Organisations.
- The Academy has its own purpose built gurdwara, which is used for the daily Acts of Collective Worship, for teaching of Sikh music and for lessons in SS.
- Currently there are 259 students on roll, comprising Years 7, 8, 9 and 10. Almost all students are of Indian origin with half of them speaking English as an additional language, which is much higher than the national average. There are 50% places open to non-Sikh families of any background.
- The proportion of students eligible for support through the pupil premium is low. The proportion of students who have any disability or special educational needs is lower than the national average.
- The majority of students are Sikhs of Indian heritage but some come from non-Sikh backgrounds. There are students from Muslim, Hindu, and Christian religious backgrounds.
- Head of the RE department is a member of the senior leadership team. All Year 10 students are studying for GCSE RE course.

What does the school need to do to improve further?

- Improve the number of musical instruments so that students do not have to wait to take turns and teaching time is also used effectively.

Religious Education and Sikh Studies

outstanding

- Teaching in RE and SS is outstanding. Pupils enjoy the lessons and as a result, they make outstanding progress. Teachers are fully familiar with their students' starting points and this enables them to provide appropriate activities to meet their needs and interests. Teachers engage students in their learning so well that there is no disturbance in lessons.
- Teachers have excellent questioning skills that require students to think deeply, make links with their previous learning and find answers. For example, in a lesson in Year 10, students were learning about social justice. Skillful questioning helped them to understand the aspects of social justice depicted in the pictures of Malik Bhago and Bandi Chorre stories. Students were able to link these to the Sikh Gurus' practices. Further links were appropriately made with shabads (Hymns) contained in the Guru Granth Sahib.
- Teachers plan and deliver activities that engage students extremely well. They learn about Sikhism and other religions and can relate their learning to their own experiences. During one SS lesson, students were given many opportunities to investigate what freedom of conscience and social justice means for Sikhs. This was to link with Bandi Chorre Diwas story. Students discussed their experiences of learning about Hitler, Nelson Mandela and Malala, highlighting the need to obey the rules of the country but also the need to speak up against violation of human rights.
- Teachers have excellent subject knowledge not only of Sikhism but other religions as well, as was seen in a lesson where students were learning about Hinduism and very rationally discussed the impact of caste system on some members of the society.
- Teaching of other religions is very strong. Displays and talking to students showed that they have learnt about Hinduism, Buddhism, Christianity and Islam. The Muslim and Christian students said that they were happier in this school than in their previous one because here, "We all learn about each other's religions and are respectful and friendly."
- Sikh teachings of equality of all human beings are well promoted through discussions in lessons and displays of quotes from the Guru Granth Sahib.
- One of the strengths of the teaching is that religion is taught in relation to the current socio-political affairs. For example, while teaching about the caste system, text of the speeches delivered in the House of Lords was given to students to explore and comment. This enables students to understand the relevance of Sikh teachings to modern day life.
- Teachers mark students' books regularly explaining what they have done well and what they need to further improve. But response from students to the teachers' comments is inconsistent and is not rigorously followed up.
- Assessment is robust. Students' progress is tracked rigorously and shows that most students are on track to achieve A*-C in their GCSE in RE, indicating outstanding progress.
- Teaching of Punjabi is good and students make good progress, enjoying their lessons. In the lesson seen, the teacher very effectively differentiated the learning activities and questioned students to deepen thinking. But the range of ability in the class was very wide, from some students having completed the foundation GCSE course to some complete beginners. This restricted the progress of some more able students to only good.

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

outstanding

- The collective worship in the gurdwara plays a major role in establishing an outstanding ethos in the school. Students of all religious backgrounds and those who do not believe in any one particular religion thoroughly enjoy the worship in the gurdwara. As one non Sikh Students commented, "I feel peaceful, with no worries when I am in the gurdwara."
- The whole act of worship is led by students. They all recite the first five pauris of the Japji Sahib, do kirtan with the harmonium and tabla, say the Ardas, recite the five pauris of the Anand Sahib and take the hukamnama (the message of the day). All students in the school get this experience. The behavior of those listening is impeccable. They show a great respect for the Gurbani (readings from the Guru Granth Sahib), join in with the words they know. The translation of gurbani in English on the screens further adds to their understanding. The whole experience is spiritually uplifting.
- The daily hukamnama (message from the Guru Granth Sahib) is circulated to all classes questioning students as to how they are going to implement the teachings in their daily lives. This gives a powerful message of the importance of practising the teachings in our daily lives.
- The Sikh Chaplain is an asset to the school, she works with students and ensures that they understand and practise the three golden rules of Sikhism – Nam Japna, (Remembering God), Kirat Karni (working hard to earn an honest living) and Vand Chhakna (Seva- helping others). Students raise funds for a range of charities for both within the country and abroad.
- Students are encouraged to take part in 'seva' service both, within the school and in the larger community. The Sikh Chaplain is proactive in organizing events such as helping with food banks at Christmas, visiting the local supermarket to help the elderly with carrying heavy shopping bags. One student who recently joined the school remarked, "The best part of the school is the opportunities to do seva."
- Students have an excellent understanding of British Fundamental values of democracy and the rule of law. The School Parliament was elected and the School Prime Minister, with her ministers, has introduced many projects such as the Eco Warriors and regularly negotiates innovative ways of implementing the Sikh teachings, such as equality of women with men. Males and females play together in netball matches.
- Equality and diversity is the strength of the school and as students commented, "We see peers as friends and do not think about their religious or cultural background." They have many opportunities to go out of the school to commemorate events like Remembrance Day. They also organize inter-faith meetings within the school. They regularly take part in processions to celebrate Guru Nanak's birthday.
- Students have been able to engage in debates with Eton College and other local schools on topics such as "Should drinking alcohol be banned and should Great Britain abolish the monarchy?"
- Celebrations of religious festivals, Black History Month, and other important occasions give students excellent opportunities to develop their respect, understanding and positive attitudes towards others.
- Students know how to be safe as they are given very good information within PSHE lessons when they discuss sex and relationship and e-safety.

Leadership and management

outstanding

- Leadership and management of the RE and SS are outstanding. The Head of RE and Sikh Chaplain work closely to teach students the Sikh way of life.
- The leaders and governors have a clear strategic view and an ambition for excellence for a Sikh academy that prepares students for the multi faith and multi-cultural British society.
- The academy has developed and implemented an effective curriculum that helps teachers to maintain continuity and progression in students' learning and links well to other subjects.
- The Governors regularly visit the Academy and support the staff in realizing their vision of care, tolerance, discipline and hard work. They attend celebrations such as Founders' Day, Achievement Day, and Guru Nanak's Birthday. The academy is successful in teaching about all faiths in a safe and stimulating environment.
- The leaders and governors have a clear understanding of the Academy's strengths in relation to its teaching of RE and SS. The assessment data is examined rigorously to ensure that the students perform to the highest standards.
- Students flourish because the leaders and governors are focused on maintaining high standards of behaviour and learning. Students are extremely proud of the academy's Sikh ethos and demonstrate this well through their impeccable behaviour and relationships.

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	Secondary
School category	Academy free school
Age range of pupils	11-19
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	The governing body
Chair	Nick Singh Kandola
Headteacher	Rose Codling
Date of previous school inspection	N/A
Telephone number	01753662009
Fax number	N/A
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