

Inspection of Guru Gobind Singh Khalsa College

Roding Lane, Chigwell, Essex IG7 6BQ

Inspection dates: 10–12 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Sixth-form provision	Good
Overall effectiveness at previous inspection	Inadequate
Does the school meet the independent school standards?	Yes

What is it like to attend this school?

Pupils enjoy learning at Guru Gobind Singh Khalsa College. A representative comment from a Year 5 pupil was: 'It's fun being in this school because you can make friends and learn new things.' The school is a friendly community. Pupils are welcoming, polite and courteous. Pupils' behaviour is positive. Pupils and students told inspectors that there was almost no bullying, because the school is like a family.

Leaders place a high priority on pupils' spiritual, moral, social and cultural development. Pupils celebrate and respect religious traditions including Sikh, Hindu, Muslim and Christian. Leaders ensure that pupils have a good understanding of how to be a responsible citizen in modern Britain.

The school has improved strongly over the last two years. When asked what has changed the most, pupils' respond with 'safety'. Pupils feel safe because of the

physical improvements in the buildings and security around the site. Parents and carers agree.

Pupils are well prepared for the next stage of their education, whether this is at age 11, 16 or 18. When new pupils join the school, these pupils settle quickly.

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

Since the previous standard inspection, the school has improved strongly. There are clearer roles and responsibilities for the leadership team. Leaders such as the head of primary, the special educational needs coordinator and the head of sixth form regularly check that the quality of teaching and support for pupils' well-being consistently meet the now high expectations.

Early Years has improved and is now good. Children quickly learn to read and write. Children enjoy the many learning activities they experience. Adults plan effective activities using the outdoor area that help children make rapid gains in speaking and listening. Relationships are kind and respectful, and children play well together. All the expected areas for learning are well established. Adults have high expectations for children and provide high-quality activities. However, the curriculum expectations as pupils move into key stage 1 are not as well developed, and do not build as quickly on this strong start.

Pupils present their work well, completing tasks to the best of their ability. Pupils with special educational needs and/or disabilities (SEND) access the curriculum well and, where required, are provided with additional support or activities that match their needs. By the end of the primary stage, the quality of most pupils' work in science and mathematics is exceptional.

Pupils read often. Books are matched appropriately for the youngest readers to learn quickly. Leaders check how well pupils read and put in additional help and support where needed. This is proving effective for the few that need help to catch up in their reading skills. There has been less emphasis on developing pupils' enjoyment of reading in the school. Pupils say that they tend to enjoy books that are largely from home rather than the school. Leaders are reviewing the content of the curriculum for English to increase the types of books on offer.

Teachers use ongoing assessment to adapt their curriculum plans and ensure that pupils continue to learn and remember more of what has been taught. Leaders are considerate of pupils' own well-being. At GCSE and in the sixth form, learners achieve well, especially in mathematics and science.

Teachers have good subject knowledge. Typically, they explain things well to pupils. Pupils are happy to ask for extra help when they need it, and teachers are quick to provide this additional support. However, pupils are less confident in working things out for themselves. Sixth-form students are less prepared for subjects that need an element of independent research or discussion.

The secondary curriculum prepares pupils well for future success. Leaders have recently introduced a programme of careers education and guidance, based on the government's expectations. Leaders help sixth-form students think carefully about subject choices. Pupils know about a wide range of career opportunities, including university courses and apprenticeships.

The school meets all the independent school standards and complies with schedule 10 of the Equality Act 2010. Trustees and leaders now have a better understanding of the independent school standards related to the health and safety requirements in the school. They have systems and procedures in place to check and respond swiftly to health and safety and safeguarding concerns. It is less clear how trustees hold the school to account for the quality of education. Trustees have commissioned external consultants through a local authority to help support this work.

Safeguarding

The arrangements for safeguarding are effective.

Since the previous full inspections, there have been many improvements to the buildings, creating a safe environment. The external fencing and gates have been made secure. There are effective signing-in procedures. Pupils and staff feel safer because of these improvements and the requirement for everyone on site to carry identification.

There are now robust systems in place to ensure that pupils are safe. These include secure procedures to check the suitability of staff who work at the school. Staff are trained regularly in how to keep pupils safe. They are alert to any signs that pupils are at risk of harm. Leaders know the pupils and their families well. They follow up and check on the actions of external agencies when any reports are made.

What does the school need to do to improve? (Information for the school and proprietor)

- Children are now achieving well in early years across a wide range of areas. This prepares them well for Year 1. Teachers in key stage 1 should recognise this in planning a curriculum that has higher expectations of what pupils know and are able to do.
- Children in the early years and in key stage 1 learn to read quickly. Teachers are good at teaching the skills of reading. Pupils are less enthused about school books than those they read at home. Leaders should ensure that they continue to refine the reading curriculum so that the books and literature that are provided to pupils encourage an even greater love of reading.
- Trustees are better than at previous inspections at checking health and safety, safeguarding and recruitment of staff. They understand the requirements of the independent school standards and have more structures and systems in place to

ensure that the standards are met consistently. They should bring the same rigour to checking the quality of education.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	115437
DfE registration number	881/6042
Local authority	Essex
Inspection number	10093910
Type of school	Other Independent School
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	291
Of which, number on roll in the sixth form	36
Number of part-time pupils	None
Proprietor	GGs Khalsa College Limited
Chair	N/A
Headteacher	Amarjit Toor
Annual fees (day pupils)	£6,870 to £7,835
Telephone number	020 8559 9160
Website	www.ggskcollege.co.uk
Email address	info@ggskcollege.co.uk
Date of previous inspection	26–28 September 2017

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 from a variety of faiths and none. It provides education for learners aged from three to 19.
- When the school received its previous standard inspection, its overall effectiveness was judged to be inadequate. It was failing to meet a number of the independent school standards.
- The school's previous inspection history:
 - In the school's standard inspection in September 2017, the overall effectiveness of the school was judged to be inadequate. Several independent school standards were unmet.
 - Following the inspection, in March 2018, the proprietorial body submitted an action plan to the Department for Education (DfE). This contained the actions that leaders identified they were going to take in order to meet the independent school standards. This plan was deemed appropriate.
 - In June 2018, Ofsted was commissioned by the DfE to conduct a progress monitoring inspection. There remained unmet standards.
 - In January 2019, Ofsted was commissioned by the DfE to conduct a progress monitoring inspection. There remained unmet standards.
 - In July 2019, Ofsted was commissioned by the DfE to conduct a progress monitoring inspection. All standards reviewed during that inspection were met.
- At the time of the previous inspection, the school had admitted children aged two without having been granted permission by the DfE. This has now stopped.
- Since the previous standard inspection, an additional trustee has been added. She brings experience and expertise in education.
- The school has a below-average proportion of pupils who have SEND or who have an education, health and care plan.
- No disadvantaged pupils attend the school.
- The school does not make use of any alternative provision.
- The school does not comply with its registration agreement on the government website 'Get Information About Schools'. The proprietor is not listed correctly on this website.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- We visited lessons across a variety of subjects. We undertook deep dives in reading, mathematics, business studies and science.
- We spoke with subject leaders, teachers, pupils and students about their work and about other aspects of life in the school.
- We toured the school with senior leaders to check that all the independent school standards relating to the premises were met.
- We met with the principal, senior leaders and trustees. We looked at a range of documents, including all the required policies, information published for parents, curriculum plans, leaders' evaluation of the school's performance, development plans, and attendance, behaviour and safeguarding records.
- We looked at the 37 responses to Ofsted's online questionnaire Parent View and the free-text comments. We also took account of the views of staff, pupils and students during the inspection.

Inspection team

Adrian Lyons, lead inspector

Her Majesty's Inspector

Kim Hall

Her Majesty's Inspector

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