

Inspection of Khalsa Science Academy

Fir Tree Rise, Alwoodley, Leeds, West Yorkshire LS17 7EZ

Inspection dates: 3–4 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
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

The school has a strong inclusive ethos. A warm welcome greets all who visit. New starters settle into school well. Pupils say that it is easy to make friends and that they are happy. Parents agree.

Those pupils who have been at the school since it opened say it has improved a lot. Staffing at the school is now much more stable. Pupils are pleased about this. It has helped them feel better about their learning. Pupils say the best thing about their school is their teachers. They say that teachers always try to make their learning interesting.

In lessons, pupils behave well. They focus on their learning and are keen to answer questions and to share their ideas. They work hard. Pupils are very supportive of their peers.

Playtimes are lively. There are lots of activities to do. Class prefects are always on hand to look after anyone who needs it. Sometimes there is some name-calling, but this is rare. Pupils have a good understanding of the different forms of bullying. They say it does not happen in school.

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

Trustees have managed the expansion of the school well. They have added to the school team, and now have a full complement of staff. As the school has grown, trustees have increased the leadership team. Many leaders are new to role. They are in the earliest stages of developing their skills. Trustees have organised support to help them fulfil their roles well. More recently, they have appointed an executive headteacher. She is helping to steer the school through the next stage of its improvement.

Leaders have a clear vision for the school's curriculum. They believe all pupils have a talent. They want the curriculum to be broad enough, and ambitious enough, for those talents to shine. This ethos underpins leaders' choices for curriculum content. They base their schemes of work on the national curriculum objectives. Most schemes of work provide a secure framework from which teachers can plan. Teachers plan activities that build pupils' knowledge and skills well in a range of subjects. Following a curriculum review, leaders have strengthened the schemes of work further. They recognise that some key subject-specific concepts are not taught in enough depth. For example, content in the history scheme of work does not reference some of the key aims such as sovereignty and parliament. Leaders are taking effective action to improve this.

There has been considerable investment in new resources to help support pupils' learning. A range of online resources are available for pupils to use at home. Pupils told us how much they enjoyed the mathematics programmes. They felt these were

helping them to be faster at remembering their multiplication facts.

Leaders have also invested in new books for the school library. They want to improve pupils' love of reading. Events such as 'extreme reading' are helping with this. Pupils love story time. Well-chosen stories keep pupils enthralled with characters and plot. Most pupils are now reading at home most evenings.

In Reception and Year 1, pupils have a daily phonics lesson. All pupils learn sounds in order, so they can begin to spell and read. By the time pupils leave Reception, they have a good phonics knowledge. This continues into Year 1. Pupils practise their reading using books that are well matched to their phonics knowledge. This helps them to increase their fluency and confidence. From Year 2 onwards, teaching focuses on improving pupils' skills of retrieval, inference and choice. Pupils enjoy these activities.

Leaders are placing a strong focus on extending pupils' vocabulary. They are right to do this. Many pupils have English as an additional language. This sometimes leads to inaccurate word choices.

Attendance has improved as a result of leaders' actions. It is currently above the national average. The proportion of pupils who are regularly absent from school has halved.

The special educational needs coordinator (SENCo) is new to post. She has already audited provision for pupils with special educational needs and/or disabilities (SEND). Personal plans are precise documents. They make clear how teachers can help pupils with SEND.

Children in the early years settle quickly into school. Warm and trusting relationships are quickly formed. The environment is inviting. It is filled with resources that encourage children's curiosity.

Safeguarding

The arrangements for safeguarding are effective.

The culture of safeguarding is strong. Leaders make sure all staff are trained regularly so they are up to date with the latest guidance. Staff know what the local risks are and how to report any concerns. Leaders make speedy referrals when needed. They use the support and advice of others to make sure they safeguard pupils to the best of their abilities.

When leaders are asked to monitor pupils' well-being, they do so robustly. They make sure that pupils are kept safe. Pupils feel well supported by their teachers. Pupils told me: 'Teachers are right by our side.'

The personal development curriculum is detailed. It covers a range of topics to help pupils to know how to keep themselves safe. Older pupils were able to explain some of the risks linked to using the internet and social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all schemes of work have identified the key subject-specific concepts to be taught. Pupils are not able to deepen their understanding in these subjects as well as they could. Leaders must continue with their reviews of the curriculum, so that all schemes of work enable pupils to have a deeper understanding in a range of subjects. Transition arrangements are applied.
- Staff are new to leadership roles. They are still developing their skills. Senior leaders and trustees must continue to offer the support and guidance needed for them to fully develop their roles and increase the school's capacity for further improvement.
- Pupils are sometimes imprecise in their word choices. This can affect the quality of their written work. Leaders must continue with their efforts to extend pupils' vocabulary.

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](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139688
Local authority	Leeds
Inspection number	10110590
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	132
Appropriate authority	Board of trustees
Chair of the board of trustees	Harnek Singh
Headteacher	Deborah Kenny (Executive headteacher) Jordan License (Head of school)
Website	www.khalsascienceacademy.org.uk
Date of previous inspection	12 October 2018

Information about this school

- The school is smaller than the average-sized primary school. It has reached its capacity as a 4 to 11 primary school.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils with SEND is below the national average, as is the proportion of pupils with an education, health and care plan.
- Staffing has stabilised. All staff are now appointed to substantive posts.
- Leadership has increased. An executive headteacher was appointed in November 2019, to strengthen senior leadership.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we had several meetings with the executive headteacher, head of school, and three trustees, including the chair of trustees. We met with

the SENCo, and curriculum leaders for history, reading, mathematics and science.

- Throughout the inspection, we looked at how well school leaders created a culture of vigilance for safeguarding. We talked to the leader of safeguarding and reviewed the school's documents and records relating to safeguarding.
- We agreed with the executive headteacher to carry out a review of reading, mathematics, science and history. Together with curriculum leaders, we completed connected inspection activities that included lesson visits, discussion with leaders, pupils and teachers, and work scrutiny.
- We reviewed the wider curriculum and pupils' involvement in extra-curricular activities, events and visits. We also looked at how well leaders protect pupils from bullying and manage staff workload and well-being.

Inspection team

Diane Buckle, lead inspector

Her Majesty's Inspector

Alexa O'Gara

Ofsted Inspector

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