

Khalsa Secondary Academy

Actions taken since the Ofsted Inspection of December 2019

Since the Ofsted Inspection of December 2019, Khalsa Secondary Academy has been focusing on four key areas of development and improvement:

1. Safeguarding

A variety of actions have been taken to ensure the Academy is able to demonstrate it is a safe learning environment for students and a safe working environment for staff. These actions have included:

- a) a full review of the Single Central Register (SCR) to ensure it fully complies with DfE and Ofsted requirements and expectations;
- b) a full review of all personal files for staff, to ensure they fully comply with DfE and Ofsted requirements and expectations;
- c) a full review of the role of the Designated Safeguarding Lead (DSL) and their safeguarding team, to ensure they meet all DfE and Ofsted requirements and expectations;
- d) a full review of safeguarding training amongst all staff, to ensure they are trained to the standards required and expected by the DfE and Ofsted.

A comprehensive independent safeguarding audit was conducted in March 2020 by Anchored Schools which found the Academy to be fully compliant with all statutory safeguarding requirements.

2. SEND

A variety of actions have been taken to ensure the Academy is able to demonstrate it is meeting the needs of all students with SEND, including those with an Education, Health and Care Plan (EHCP). These actions have included:

- a) a full review of the SEND department's record keeping;
- b) a full analysis of the quality of provision for all students with SEND, including those with an EHCP;
- c) a full review of the SEND training logs of all staff;
- d) the provision of a SEND training programme for all staff, which has been taking place and is ongoing;
- e) closer liaison with external agencies, including the SEND departments of Buckinghamshire and Berkshire.

3. Quality Assurance of Teaching and Learning

Although the quality of teaching and learning at Khalsa is typically good, and academic outcomes are typically well above national expectations, the Academy has put in place robust measures for the quality assurance of teaching and learning across all subject departments and all year groups. This includes a programme of school based learning walks and formal lesson observations, as well as independent external audits conducted by Ofsted-trained auditors. The Academy has applied Rosenshine's Principles of Instruction to its lesson planning and delivery.

4. Curriculum Design

The Academy has transitioned from a two-year Key Stage 3 to a three-year Key Stage 3, in accordance with Ofsted's expectations. It has also undertaken a full review of its Key Stage 3 curriculum, in liaison with the other schools in the Trust, to ensure it is actively promoting deep learning and the development of long term memory. The Academy has applied Rosenshine's Principles of Instruction to its curriculum design.

Furthermore, the Academy has created a **school library** that will come into operation when on-site learning reconvenes, as part of a school-wide literacy strategy to encourage a wider and richer reading experience amongst the students. To this end, the **Accelerated Reader programme** is also being introduced to students in Years 7 and 8, where reading progress can be tracked alongside chronological age by way of a series of quizzes, tests and assessments.

Chris Drew
Headteacher of Khalsa Secondary Academy
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