

# Guru Nanak Sikh Academy

Springfield Road, Hayes, UB4 0LT

## Inspection dates

10–11 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	1
Leadership and management	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students achieve well by the time they leave, especially those eligible for pupil premium funding, disabled students and those who have special educational needs.
- Teaching is typically good. Students' attainment is well above national expectations in English and mathematics. Students' achieve extremely well in music, art, languages, science and the technologies.
- Students' secure outstanding numeracy and good reading skills by the end of Year 6. Teachers are increasingly effective in supporting writing. Pupils write with more confidence.
- The sixth form is good. Effective teaching is leading to better results for many students.
- Students feel very safe in the academy and systems to ensure their safety are excellent. Parents and carers strongly support this view.
- Students are polite, well mannered, respectful and keen to learn. Behaviour and safety levels are outstanding.
- The academy provides a rich programme of extra activities that helps students develop good social skills and an exceptional awareness of spiritual, moral and cultural issues.
- Senior leaders have high expectations. They know what needs be done to raise standards and have acted decisively to remedy weaker aspects of teaching and students' achievement. Governors support the academy effectively.
- The headteacher is respected by all. He provides clear direction and has tightened academy systems. He holds staff to account closely, while maintaining a nurturing and caring environment for all.

### It is not yet an outstanding school because:

- Teachers do not consistently have high enough expectations of what students can achieve, especially for boys and the most-able students.
- Teachers' marking of students' work is not always sufficiently informative. Checks to see that students act on the advice given are not fully effective.
- Not all subject leaders are equally confident at measuring the impact of actions to bring about improvements in students' achievement.

## Information about this inspection

- Inspectors observed 41 lessons, of which 15 were observed jointly with a member of the senior leadership team.
- The inspection team made a number of shorter visits to lessons, tutorial sessions and assemblies. Students' conduct was observed during break, lunchtimes and between lessons.
- Meetings were held with the headteacher, members of the leadership team, individual teachers and subject leaders.
- Members of the inspection team held meetings with five groups of students, representing all age groups in the school. Discussions also took place with students informally.
- A meeting was held with the Chair of the Governing Body and other members.
- The inspection team observed the school's work and scrutinised documents, including the school's own evaluation of how well it is doing, the school improvement plan and statistical information about students' achievement, attendance and exclusions.
- Inspectors looked at students' work in lessons and analysed a sample of students' work.
- The inspectors took account of the 70 responses to the online questionnaire, Parent View, and 84 responses to the staff questionnaires. Additional comments were received from parents and carers, and consideration was given to the views expressed by students and their families in response to the school's own surveys.

## Inspection team

Rob Ridout, Lead inspector	Additional Inspector
Joanne Stuart	Additional Inspector
John McAteer	Additional Inspector
Ramesh Kapadia	Additional Inspector
Simon Spiers	Additional Inspector

## Full report

### Information about this school

- The Guru Nanak Sikh Academy is an all-through school comprising of both a primary and secondary phase with a smaller than average sixth form.
- The primary school and academy merged to become an all-through school on 1 September 2012. The secondary school converted to become an academy school in November 2010. When its predecessor school, Guru Nanak Sikh Voluntary Aided Secondary School, was last inspected by Ofsted, it was judged to be outstanding.
- The academy is larger than the average-sized school.
- The primary phase has two forms of entry. This increases to six forms of entry into the secondary phase.
- Four fifths of students come from families with Indian heritage. The remaining students come from other mixed backgrounds and other ethnic groups. The most common origin of students in this group is Afghanistan.
- Almost all students speak English as an additional language and the vast majority speak Punjabi at home.
- The proportion of students who are known to be eligible for free school meals and for whom the academy receives additional funding, known as pupil premium, is average.
- The proportion of students supported through school action, school action plus or who have a statement of special education needs is well below average. Many of these students have speech, language and communication needs.
- The proportion of students in Year 7 who benefit from the funded catch-up programme is very small.
- The academy does not use alternative provision for any students.
- Early entry for GCSE examinations is not used by the academy.
- The academy meets the government's current floor standards. These set the minimum expectations for students' attainment and progress by the end of Key Stages 2 and 4.

### What does the school need to do to improve further?

- Further improve the quality of teaching so that it is outstanding by ensuring that:
  - all teachers have consistently high expectations of what their students achieve, especially the boys and the more able students in English
  - teachers' marking is always informative, is consistently applied by all staff, and that students benefit from the guidance given to correct and improve their work.
- Raise the quality of leadership and management to ensure that all subject leaders in the secondary phase use checks on students' progress to improve the work of their teams and further raise of students' achievement to outstanding levels.

## Inspection judgements

### The achievement of pupils is good

- Children enter the primary phase below the typical levels expected. Almost all pupils make outstanding progress in their first two years at the school, entering Key Stage 2 at levels of development well above those expected in most areas of learning.
- The attainment and progress made by pupils in Key Stage 1 in mathematics and early reading skills are at least good and often outstanding. Most pupils read well by the end of Year 2, reflecting pupils' above average scores in the national phonics screening check. Pupils' writing skills sometimes lack accuracy in spelling or punctuation, but are improving rapidly.
- In Key Stage 2, pupils continue to do well compared to other children nationally. Attainment in reading and mathematics remains well above national averages and pupils make good and outstanding progress respectively. However, writing skills for some pupils are less well developed. This limits their progress, particularly for the more able boys.
- Students enter the secondary phase with above average attainment. The proportion of students attaining five or more GCSEs at grades A\* to C including English and mathematics has been consistently well above the national averages for the last three years.
- Over the last two years, students have made outstanding progress in mathematics, Punjabi and science. This was not the case last year in English, although results in 2012 showed students made good progress.
- The school addressed a dip in results, so that both current attainment and progress have improved. Detailed information presented by the school, combined with students' past work, provides firm evidence to show that all groups of students in English now make good progress across all year groups.
- Lesson observations and scrutiny of students' work confirm that currently they make at least good and often outstanding progress across a range of subjects, including art, music, Punjabi and in the technologies. However, while achievement is improving rapidly in French, geography and history, it is less marked than in other subjects.
- Year 11 students supported by additional funding do exceptionally well and make better progress in English and mathematics than other students in the academy. In Year 6 and other year groups in both English and mathematics, the progress of students eligible for the additional funding remains high. Support provided through one-to-one tuition, in-class support, subject mentors and the employment of additional teachers have reduced the attainment gap between these students and others across all years, so that it is much smaller than that seen nationally.
- Students take a genuine pride in presenting their work. Listening and speaking skills develop well during discussions in all classes throughout the academy. Writing has improved and students often self-correct spellings, punctuation and grammar.
- There is a strong culture of reading for pleasure in the academy. Students are encouraged to read quietly in tutor time. As a result, students appear confident when asked to read aloud as part of a lesson.
- Outcomes for disabled students and those with special educational needs are close to the national average and rising in line with those of other students in the academy. In-class support is accelerating this improvement.
- Careful checks on all groups of students, especially those from Afghani origins, ensure that they achieve as well as other students in the academy. Equal opportunities are promoted effectively.
- Catch-up funding for students in Year 7 is used well to provide students with targeted support to improve their work in English, particularly in writing. Classroom assistants work with individuals and small groups to develop and improve their punctuation and grammar.
- Sixth form students achieve well. Current attainment at A and AS level is close to national levels. The school provides well for students at AS level and achievement in all subjects is rising.
- The vast majority of parents and carers who responded to the online questionnaire or the school's own survey are very satisfied with the good progress their children make.

**The quality of teaching is good**

- Teaching is consistently good over time. This is because teachers have good subject knowledge and plan well throughout. Teaching ensures there are interesting activities designed to stimulate interest and curiosity.
- Teachers use a variety of resources, including modern technology, to support good learning.
- Relationships between teachers and students are very good. Students work well together when in groups and pairs. In a Year 5 lesson, pupils made very rapid progress when they were encouraged to explore their ideas about why animals and plants live in different places.
- Teaching in the sixth form is typically good over time.
- Students make rapid progress where teachers made good use of what they know about their classes. This was especially true in the lessons seen which included a high level of challenge or support for those that needed it, particularly for more-able students and those eligible for additional funding. However, not all teachers use the information they have on students' attainment and progress to set work at the right level of difficulty.
- Many teachers use questions well to develop students' thinking, to promote discussion and to check for understanding. In a Year 12 mathematics lesson, students responded eagerly when asked to think about what they were doing and how to solve a particular problem. This helped many of them to identify what they could do better.
- Students say they like the chance to mark their own work and the work of their classmates. They do this particularly well for example in geography, when they have clear guidance about what they should look for. This helps them to think about their learning.
- The quality of teachers' written marking however is not consistently good. Workbooks show variation in the helpfulness of feedback given. Students make most progress where they receive clear guidance about the quality of their work, what to do next and the teacher checks that they have acted on the advice given and corrected their mistakes.
- Homework is frequently set and is usually appropriate. It promotes good learning.

**The behaviour and safety of pupils are outstanding**

- The behaviour of students is outstanding. Students wear their uniform with real pride. Attitudes to learning are positive in all subjects and with all teachers. Teachers manage students' behaviour consistently well and with great sensitivity. Parents, carers and students are overwhelmingly positive about behaviour in the academy.
- Students' enthusiasm for learning is excellent and contributes significantly to the good progress they make. They concentrate and persevere to overcome the challenges set. Students are curious, mature and reflective learners. Many ask relevant and searching questions of their teachers as they strive to gain more knowledge and a greater understanding of their work.
- Students refer to the academy as a community and as being part of a large family. They value the work of their teachers and really appreciate the friendly, respectful relationships they have with all adults.
- Students are respectful of each other's views, beliefs and feelings. Governors comment on how harmonious the academy feels. Assemblies promote tolerance and encourage a greater understanding of other religions and cultures. This reflects the school's real commitment to its spiritual ethos and values and to ensuring equality of opportunities for all.
- The academy's work to keep students safe and secure is outstanding. Students feel safe and well looked after. Students receive regular guidance about how to use the internet safely, reinforced by talks in assemblies.
- Parents and carers, staff and students agree that incidents of bullying are rare and are very confident that staff would deal with any reported incidents firmly. Primary pupils 'Tell and Talk' about bullying. All students are aware of the different forms of bullying, including homophobic,

racist and cyber bullying.

- A broad range of support provides well for students who may experience difficulties and includes support from key members of staff in the academy and outside agencies where appropriate. Fixed-term exclusions are well below national averages.
- Students enjoy school. Attendance figures are well above national averages. Incidents of lateness to school or lessons are extremely rare.

## **The leadership and management are good**

- The headteacher has created a unified team of effective senior leaders with complementary skills in the primary phase. With the full support of governors he has now embarked on strengthening the secondary team to build on the best practice that already exists within the academy to raise standards further.
- At heart of the academy are its core values of humility, respect and equality. The academy's motto, 'a happy and outward looking school, within which all students work hard to realise their full potential', underpins the continuing push for faster progress for students. This is especially true for those supported by the effective use of additional government funding, which enables them to make outstanding progress.
- Self-evaluation is accurate and realistic. New, tighter systems of checking the impact of teaching on students' achievement have recently been introduced. These provide an even more accurate picture of the links between teaching, students' attitudes and their achievement. Leaders make accurate assessments of teaching and learning and give clear, key messages for improvement.
- Students' progress is now regularly checked against challenging targets. The focus that Heads of Year place on different groups to spot those underachieving is good. Through effective guidance and intensive, individual support their achievements are improving strongly.
- Good, effective procedures are in place for setting targets for teachers linked to their pay using both the Teachers' Standards alongside information about students' progress. Senior leaders, supported by governors, take difficult decisions to ensure the quality of teaching and students' achievement. Teachers benefit from well-organised training, which is helping to improve standards.
- Subject leaders are at different levels of confidence when leading their areas. Some are more effective than others in ensuring that staff use information on students' progress to raise achievement further.
- The primary phase provides a broad range of subjects that supports and develops reading, writing and mathematical skills increasingly well up to the end of Year 6. The innovative international curriculum contributes significantly to the improvements seen. Teams are now planning carefully for the future changes arising from national policy.
- The secondary range of subjects taught is broad and balanced and meets the needs of the students well. It enables them to make good progress in the next stage of their learning. Students receive timely and helpful independent advice and guidance at the ages of 14 and 16 and this helps them make informed choices.
- Leadership of the sixth form, following a recent restructure, is now good. Improved checking of students' progress has led to improved outcomes in Years 12 and 13 across many subjects. Plans to broaden the range of courses on offer have resulted in an increase in the number of students showing an interest in joining the sixth form.
- The academy offers many additional activities beyond the school day. Students of all ages say they value these and appreciate the additional time their teachers give to them. Students are also involved in many fund raising activities. Examples of their good works include the significant monies raised for children at Great Ormond Street and for communities in India. These activities promote outstanding social, moral, spiritual and cultural development.
- The primary school sports funding has helped the academy develop and enhance existing plans that promote healthy lifestyles. Students are encouraged to think more about their own physical well-being. Participation rates in physical education, dance, drama and sport have increased.

- The Academy's Strategic Board provides light-touch support for this good school, mainly through its representation on the governing body.
- **The governance of the school:**
  - Governors are committed to the academy and share the high aspirations of the headteacher. They regularly attend training, visit the academy and report on what they have seen. They work closely with the senior leaders on shaping the strategic direction of the academy.
  - The governing body challenges academy leaders on performance. The recent external review of the academy initiated by governors confirmed leadership's views of the organisations strengths and weaknesses in performance. Governors were swift to secure improvements and know exactly how much progress is needed to reach challenging targets set for 2014.
  - Governors are robust in their support for the headteacher and have high expectations of leaders and teachers. Changes to the leadership in the primary phase have resulted in better outcomes. Plans are underway to enhance the secondary leadership team to raise standards further. Governors have a good understanding of teaching performance. They know how teachers' salary progression links to their students' achievements.
  - Governors know how the academy uses pupil premium and Year 7 catch-up funding and can demonstrate that this has been very effective. They ensure policies are implemented and that academy finances are well managed. They ensure safeguarding requirements are met.



## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	136329
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	439823

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	All-through
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,325
<b>Of which, number on roll in sixth form</b>	110
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kulwinder Chana
<b>Headteacher</b>	Rajinder S Sandhu
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	020 8573 6085
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<b>Email address</b>	admin@gnsa.co.uk

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