

Khalsa Primary School

Wexham Road, Slough, Berkshire, SL2 5QR

Section 48 Faith Inspection

On behalf of the Sikh Academies Trust (SAT)

Dates of Inspection: 9 May and 27 June 2025

Overall Judgement – Outstanding

Khalsa Primary School provides an exemplary model of Sikh faith formation and spiritual education. Daily worship in the Gurudwara, the rich Sikh Studies curriculum, confident pupil leadership and the living presence of Guru and Sangat create a vibrant environment of devotion, service and moral purpose. The impact on pupils, staff and families is profound: children develop a secure Sikh identity and the virtues of compassion, humility and selfless service that equip them to contribute positively to society. In every respect including vision, practice and outcomes—the provision is **Outstanding**.

Overall Strengths

- Behaviour across the school is exemplary, creating a calm, purposeful and spiritually rich environment.
- The faith curriculum is well sequenced with clear progression of knowledge and values.
- Collective worship is deeply embedded, pupil led and marked by reverence and routine.
- Pupils speak with clarity and pride about their faith, virtues and learning.
- Teaching staff demonstrate strong subject knowledge and the presence of a specialist Sikh Studies teacher strengthens the school's distinctive faith offer.
- Leadership at every level from class teachers to Trust governance, works in concert to secure the school's spiritual and academic aims.

I. Collective Worship

Collective worship is a central pillar of school life, shaping the spiritual rhythm of each day and embedding a lived experience of the Sikh Dharam for pupils and staff alike.

Pupils enter the Gurudwara with reverence and quiet dignity, carefully observing prayer etiquette: bowing to the Guru Granth Sahib Ji, covering the head and removing shoes. Pupils of all ages are entrusted with seva responsibilities leading Shabad Kirtan, reciting Ardas, managing technical equipment and carrying the Chaur Sahib which deepens their sense of spiritual agency and service.

Inspectors observed a strong culture of participation. Pupils sing with devotion and understand the meaning of the hymns they recite, reflecting on how the Sakhi of the Week connects with their own lives. Teachers and staff model humility and respect, sitting among pupils and joining in singing and prayer. Worship is clearly a shared community experience.

Daily worship is complemented by regular meditation and reflection sessions after lunch which pupils value as spaces of peace and renewal. Religious workshops for parents are integral to the school's life and help families grow spiritually alongside their children.

Pupils are confident, participate fully and often lead worship independently. They recite and sing Gurbani authentically and behave with natural reverence, creating a daily sense of Sangat, the prayerful fellowship, experienced by staff and pupils alike. Pupils recognise that worship is not a one off event but an essential and ongoing part of Sikh life.

Parents testify to the deep impact of worship and the school's wider activities on family life; many have learned regular prayer through their children's example. Pupils' experience of prayer routines Waheguru Simran, Kirtan, the daily lesson in English and Punjabi, Ardas and the Hukamnama, nurtures both understanding and devotion. Through the celebration of Sikh festivals, national events and significant Gurpurabhs, pupils develop a strong Sikh identity, excellent attitudes to others and a motivation to contribute to society through Seva.

The school is rightly commended for the authentic presence of Sri Guru Granth Sahib Ji and for the Sangat of Amritdhari, practising and committed Sikh staff whose daily example shows that spiritual growth occurs not only through knowledge but through inspiration and blessing. The Guru is the source of timeless wisdom in the revered scriptural teachings and the historical founders of the faith, while the Sangat is the prayerful community whose devotion sustains each member. Their presence ensures that key knowledge, skills, attitudes and values are both taught and lived.

2. Faith and Faith language Education

Curriculum Design and Intent

The school has created a distinct Sikh Studies (SS) curriculum in addition to Religious Education (RE), ensuring the school's unique identity and Khalsa values are at the forefront. Leaders describe Sikh Studies as "the key to the functioning of a Sikh ethos in a Sikh faith school," with the overarching aim of helping children become spiritual and responsible members of society while preparing them for life in modern Britain. The curriculum strongly supports pupils' spiritual, moral, social and cultural (SMSC) development.

The intent is firmly rooted in the teachings of Sri Guru Granth Sahib Ji: "The stories of one's ancestors makes the children become good children" (SGGSJ Ang 951).

Implementation and Impact

Sikh Studies and RE lessons follow a carefully designed spiral curriculum that enables clear progression in both knowledge and skills. Weekly Sikh Studies lessons guide the content of collective worship, assemblies and enrichment opportunities. Shabads learned in Vaja and Tabla classes are coordinated with the Shabads selected for upcoming Gurudwara assemblies.

Special assemblies mark significant Sikh events such as Guru Nanak Dev Ji's GURPURAB, BANDI CHOR DIVAS and the commemoration of Baba Deep Singh and the Chote Sahibzaade. Pupils undertake Nishan Sahib seva, lead Shabad Kirtan, carry the Chaur Sahib and perform Ardas. These hands on experiences deepen understanding of Sikh traditions and allow pupils to connect meaningfully with their faith.

Standards in Sikh Studies are high. Teachers use the assessment framework effectively to revisit prior learning and plan next steps so pupils' subject knowledge is excellent. They recognise the importance of both knowledge and practice in living as Sikhs and appreciate being taught to love and respect all people.

The teaching of Panjabi is a strength and an integral part of the school's distinctive faith curriculum. Pupils make strong and sustained progress in developing spoken, reading and written Panjabi. Lessons are well sequenced and carefully planned so that pupils build fluency.

Teachers demonstrate secure subject knowledge and use a range of engaging strategies, including songs, storytelling and paired reading, to develop both confidence and enjoyment. Regular opportunities for pupils to practise Gurmukhi through Shabad Kirtan, Gurudwara assemblies and cross curricular projects ensure that language learning is rooted in lived experience. Further opportunities to develop Gurmukhi within Panjabi could be considered.

This high quality provision strengthens pupils' Sikh identity and provides a rich cultural resource which supports their spiritual and moral development as well as their wider literacy skills.

The curriculum also shapes extra-curricular activities, focus days, visits from other schools and trips to other Sikh schools. Teachers follow clear curriculum overviews and pupils' work demonstrates high expectations, critical thinking and real world application. Assessment criteria are shared at the start of each topic and revisited at the end; pupils are assessed each term and receive clear, constructive feedback.

Leadership and Teaching

Leadership in Faith education is strong and is reflective of the high standards across all areas. Subject leaders show increasing strength in their ownership of their areas and articulate curriculum intent with clarity. They ensure that pupils not only learn Sikh history but also apply the Gurus' teachings to everyday life. The RE lead promotes interfaith understanding and encourages pupils to explore theological and ethical questions, fostering respect and curiosity. Opportunities to explore links between the two subjects could be further considered.

The presence of a specialist Sikh Studies teacher significantly strengthens the school's distinctive faith offer. The Punjabi curriculum is ambitious and pupils make steady progress from Nursery to Year 6, especially in grammar.

Learning environments are well maintained and reflect the faith ethos. Displays celebrate pupils' work in Gurmukhi, Sikh history and religious education, reinforcing the school's values. A book scrutiny confirmed high standards and appropriate scaffolds for SEND pupils, though a clearer statement of expected RE lesson frequency across year groups would further support planning.

3. Subject Leadership

Inspectors met the Sikh Studies and RE subject leads, both of whom demonstrated strong ownership and clear purpose. They spoke knowledgeably about curriculum intent, design and delivery and showed how these align with the school's wider vision of nurturing spiritual development and academic excellence.

Assessment practices include end of topic quizzes, pupil self-reflection and formative checks. Leaders use these intelligently to refine teaching and close gaps. Projects such as the 40 Day Challenge, Paat and Seva tasks reinforce spiritual practice at home and school.

Leaders monitor teaching through learning walks and book scrutiny, address inconsistencies and ensure curriculum coherence. They welcome opportunities to deepen quality assurance documentation and to further develop middle leadership capacity.

4. Pupil Voice

Pupils were articulate, thoughtful and served as compelling ambassadors for the school's faith ethos. They spoke passionately about the role of collective worship:

- “It is a calm start to the day.”
- “It helps us to feel connected to God and forget our troubles.”

They value opportunities to take active roles in Gurudwara services carrying out seva such as Chaur Sahib, Ardaas, kirtan singing and operating the technical equipment to support services.

Sikh Studies and RE lessons are experienced as vibrant and relevant. Pupils described how:

- real life scenarios and moral dilemmas make faith teachings practical
- visits to diverse places of worship build understanding of other traditions
- multimedia and comparative religious discussions link the Sikh Dharam with other faiths

Daily post lunch meditation sessions foster reflection and mindfulness. Pupils spoke with reverence about the presence of Sri Guru Granth Sahib Ji in the school and confidently articulated the school's core virtues (Kindness, Honesty, Achievement, Love, Service and Aspiration) which guide both their behaviour and their hopes for the future.

5. Leadership and Governance

Inspectors met members of the Sikh Schools Standards Team, Trustees, Local Advisory Board, Executive Headteacher and Headteacher. Across all levels there is a shared and purpose driven commitment to the spiritual and academic success of every child.

Leaders articulate a clear vision rooted in the Sikh Dharam, seva and high aspiration. Strategic alignment between governance and school leadership is strong. Decision making, investment in staffing and the development of specialist roles such as the Sikh Studies lead demonstrate a unified approach to sustaining the school's distinctive faith character.

Quality assurance is an emerging strength. Leaders use learning walks, book looks, pupil voice and parental feedback to monitor and refine practice and they respond collaboratively to findings. Adaptations to curriculum and enrichment provision have been made following family feedback requesting deeper faith experiences.

A culture of self-improvement and humility permeates leadership. Leaders welcome opportunities to strengthen curriculum consistency, deepen documentation of quality assurance and develop middle leadership. This spiritually nurturing and high performing culture enables pupils to thrive academically and grow in character, confidence and faith. Staff, governors and families alike describe the school as an extension of home, embodying the values it seeks to instil.

6. Parent Voice

Parents expressed a deep and heartfelt commitment to the school's faith offer. They highlighted their strong support for collective worship in the Gurudwara, Punjabi and Sikh Studies lessons, Shabad singing, and the inclusion of parent Simran and yoga sessions. Several families have made significant life decisions including relocating from other parts of London to be closer to the school. This underlines the value they place on securing a place for their children.

Parents consistently observed the positive impact of faith learning on their children, noting:

- increased confidence in articulating their beliefs and participating in prayer and seva
- greater self-motivation and spiritual reflection at home
- reinforcement of moral and respectful behaviours with children modelling faith based etiquette and encouraging it within the family

They spoke appreciatively of the school's practical application of Sikh teachings, including pupil led campaigns on environmental responsibility for example anti waste displays, and of initiatives such as the '40 Day Challenge Paat Challenge' and 'Walk to School'. These encourage family wide engagement and collective spiritual growth.

Parents consistently described the school as an extended family where values, community and support are deeply interwoven. Regular family events such as Simran mornings, whole school focus days and special assemblies enable teachers to inspire both children and relatives, building strong relationships between home and school and offering valuable opportunities for staff to model how parents can support their children's religious journey. Parents appreciate the school's careful and generous efforts to educate, provide knowledge and help families live out religious practice in daily life.

Next Steps

1. Continue to extend teacher subject knowledge so that links between Sikh teachings and broader philosophical concepts are made explicit across lessons.
2. Clarify recording expectations in RE across year groups and ensure curriculum documentation specifies half termly lesson frequency to support consistency and planning.
3. Continue strengthening the articulation and documentation of quality assurance processes.

Headteacher: Mrs Pavin Dhaliwal

Executive Headteacher: Harmeet Sahota

Chair of Local Advisory Board: Randeep Singh Sidhu

Chair of Trustees: Gurminder Singh Athwal

Inspectors: Ranjit Singh, Sukhjeet Kaur, Raminder Kaur, Brinder Singh