



nishkam**high**school  
birmingham

# Prospectus for entry September 2023



**Ofsted**  
Outstanding  
Provider

[nishkamschooltrust.org](http://nishkamschooltrust.org)





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# Introduction to the Nishkam Passport

**A personal copy of the 'Nishkam Passport' is given to all pupils across all our schools and nurseries.**

The aim of the Nishkam Passport is to help support the nurturing of virtues and the development of character in each child. It is a key document to help realise our Trust's vision:

"To empower children with virtues to enable them to excel academically and spiritually enabling them to serve humanity selflessly (Nishkam), with an abundance of love, compassion and forgiveness".

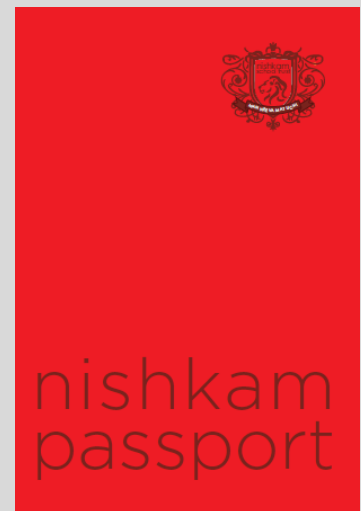
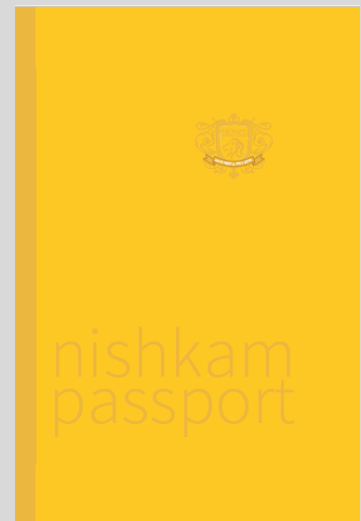
The Passport will help our children further understand our virtues and self assess how well they are doing.

The Nishkam virtues are based on teachings from many faiths, sacred texts and cultures to promote spiritual growth.

The virtues that we teach will help in a practical way as we travel and develop throughout our lives, they will be our guide during uncertain times, our support when making difficult decisions, and encouragement to be selfless, compassionate and ultimately see humankind and creation as one.

We ask parents to support the School virtues programme, modelling virtues at home and helping children to complete the Passport at home.

The Nishkam Passport contains 50 virtues, each virtue is explained with a definition and children are guided about how to live each virtue with 'signs of success'. There is an opportunity for children to record their 'Success Virtue' and a 'Growth Value' in their student planner. There are opportunities for reflection which encourage learners to record thoughts and ideas.







# Nishkam Vision



At Nishkam Schools, our pupils explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support pupils to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

At Nishkam Schools, we believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our pupils, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable pupils to understand their choices in order to help lead better lives. Our pupils become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith.

At Nishkam Schools, our pupils and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social and academic life. We foster a school culture which inspires optimism and hope, as well as determination and confidence, for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Pupils gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

# Senior Leadership Team



**Mr D Kearns,**  
Principal, arrived at Nishkam High school in 2014 following a journey including working in three different schools set in three very different contexts. Damien has also spent time in the private sector, spending three years in sales and marketing as well as setting up his own business in the mid-1990s. That business allowed him to travel extensively and those experiences helped nurture many of the values that prompted his desire to come and work within the Nishkam Trust. "Our 'faith inspired, virtues led' approach to education has helped deliver exceptional academic outcomes and allowed us all, staff and pupils, to develop. Our quality first approach to learning and teaching has ensured that

'all children can, and will, achieve', in particular, our disadvantaged pupils have secured both progress and attainment that exceeds that made by non-disadvantaged pupils nationally. Such outcomes are a product of fantastic teachers and it is my privilege to lead such an outstanding group of people."



**Mr C Deeks,**  
Associate Principal Data and Quality Assurance, graduated with honours in Sport and Business management from Sheffield Hallam University and gained his teaching qualification at the University of Worcester. Before becoming a teacher, Chris worked in the design and construction sector, assisting in the development of multi-million-pound projects. Since joining Nishkam, Chris has led the development of the sixth form that has witnessed student numbers increase from 35 to 125; at the same time, he has overseen the development of fantastic facilities for the sixth form that includes a beautiful new common room as well as an essential work room.

He has progressed to become Vice Principal with a remit for data, standards and quality assurance. He believes avidly in helping every student reach their full potential and is passionate that the ethos at Nishkam can help students

to be the best that they can be, both with regard to achieving academic excellence but also in their endeavour to flourish as human beings.



**Mrs Emma Wilks,**  
Vice Principal Learning and Teaching, joined Nishkam High School in September 2020, bringing 20 years of experience in three very different schools and communities. Emma left home in Northern Ireland to begin training as a teacher at Newman University, specialising in Secondary English and graduating with honours in 2000. In the years that followed, she took on many different roles, qualifying as an Advanced Skills Teacher and then moving into school leadership. Most recently, she worked as a Deputy Headteacher in South Birmingham. Emma is passionate about life-long learning and working with young people and adults alike to become the very best they can be. From her first visit to the school, Nishkam felt very familiar; it reminded her of her own secondary school experience due to its faith-inspired, virtues-led approach. She firmly believes that children educated with care, respect and compassion, by talented and dedicated staff, will enjoy happy, fulfilled and successful lives.



# Senior Leadership Team



**Mrs E Butler,**

Interim Assistant Principal Pastoral & Designated Safeguarding Lead, Emma joined Nishkam in April 2013 and counts herself extremely fortunate that she has been a member of the Nishkam family since its inaugural year. She believes our faith-inspired virtues led approach to education is a joy to behold and an absolute privilege to be a part of. Before stepping into the role of Assistant Principal, Emma spent several years as a member of our pastoral team. She is absolutely delighted to be now leading that team with responsibility for safeguarding, behaviour and attendance within the school. Of central importance to her is that the pastoral team knows our pupils and do everything they can to identify and remove any barriers that they face in terms of accessing the curriculum. Our mantra is simple; we want pupils to be happy and feel safe and will do everything within our power to accomplish that. Emma feels incredibly lucky to have a fabulous team behind her who go above and beyond every single day for our students and their families. Prior to working at Nishkam she worked for four years at one of the largest secondary schools in Warwickshire. She held a number of posts whilst there including lead practitioner for Teaching and Learning and whole school literacy co-ordinator. The time Emma has spent at Nishkam is a testament to how much she loves being a part of this family. Watching our children be shaped by our virtues and becoming young adults who can go out and change the world fills her with immense pride.



**Mr A Ruhe,**

Assistant Principal Head of Sixth Form, Adam qualified with a PGCE in Secondary Education in Business and MFL from Warwick University. A background in languages allowed Adam in his undergraduate years to live in Germany for a period of time before securing a graduate job with a top global supermarket chain. His teaching career to date has focused on combining enterprise and education, developing international school links and providing first class educational opportunities both in and outside of the classroom. 'As the Head of Sixth Form, I have the privilege of working closely with the oldest members of our school at a poignant time in their academic and personal development. Ensuring that students are equipped with the skills, tools and values for the world beyond Nishkam is at the cornerstone of what we do as a school and sixth form.'



**Mr P Blackburn,**

Assistant Principal Learning and Teaching, joined Nishkam High School in 2015 as Faculty Leader of Humanities and Subject Leader of Geography, before being appointed Assistant Principal in May 2021. His role involves supporting the Vice Principal in executing the whole school vision for learning and teaching; *every child can and will achieve*. His primary focus is Key Stage 3, where he is responsible for curriculum review and monitoring, in addition to assessment, data and reporting. Paul completed his PGDipEd in Secondary Geography at the University of Birmingham, having secured degrees in Geography (BSc with honours) and Air Pollution Management and Control (MSc) from the same institution. During his second year of teaching, he completed an MA in Teaching Studies, which focused on the role of pupil voice in curriculum design. Paul strongly believes in the transformative power of education as a driver of social mobility and feels that Nishkam High School is ideally placed to nurture global citizens, through our 'faith inspired, virtues led' approach.

# Student Safeguarding & Welfare

We have a duty to 'safeguard and promote the welfare of children'. If you have any concerns about the health and safety of a child at this school or feel that something may be troubling them, you should share this information with an appropriate member of the school staff straight away. Some issues (e.g. a child's appearance, hygiene, general behaviour etc.) can be shared with a member of the Pastoral staff in school.

Do not worry that you may be reporting a matter which seems small – we would rather you tell us something which does turn out to be a minor issue than miss a worrying situation.

However, if you think the matter is very serious and may be related to a child protection issue, e.g. physical, sexual, emotional abuse or neglect, you must talk to the safeguarding team below as soon as possible. If you are unable to contact them, you can ask staff in the school office to

locate them and ask that they speak to you urgently about a confidential urgent matter.

Any allegations or a disclosure involving a member of staff, a child's foster carer or a volunteer in the school must be reported directly to the Principal, unless it involves the Principal in which case it should be reported directly to the chair of the Governing Body Mr A Bhabra.

Thank you for supporting the young people of Nishkam High School.

## Team Safeguarding



**Mrs E. Butler**  
Assistant Principal  
(DSL)



**Mrs B Sembi**  
Pupil Achievement Manager  
(DDSL)



**Mr J Mahon**  
Pupil Achievement Manager  
(DDSL)



# NHSB judged Ofsted 'Outstanding' in all categories

## Key findings:

Achievement is outstanding, students make rapid and sustained progress across subjects and achieve exceptionally well, particularly in English and in mathematics.

More-able students are given opportunities to develop other skills such as in coaching other students. This had a profound effect on the progress of both partners

Students' oracy skills are developed very well through lessons in public speaking and debating. Students were able to demonstrate this to a high standard in the recent 'BBC News School Reports'.

Students' spiritual, moral, social and cultural development is promoted outstandingly well.



### **The quality of teaching is outstanding**

Teachers have high expectations of students' achievement; students respond well to this challenge and work hard to improve.

Teachers have good subject knowledge; this is having a positive impact on students' learning.

Teachers' marking is outstanding. Students' written work is marked frequently and diligently.

Nearly all of the teaching is consistently good or outstanding.

### **The behaviour and safety of pupils is outstanding**

The behaviour of students is outstanding due to the strong faith-inspired and values-based education. This is built around the Sikh principle of being Nishkam or "selfless"

Students are taught to develop honesty as one of these values supported through the 'unsupervised' honesty tuck shop, which relies on students paying for what they have taken.

Behaviour is exceptional. Students show respect for everyone they meet, irrespective of beliefs or culture, in this multi-faith school community.

All eat together and chat sociably in a calm and caring environment which encourages the development of social skills.

Students and teachers worship and dine together as a 'family'.

### **The leadership and management of the school is outstanding**

School leaders, including governors and trustees, are an inspiration to all and consistently model the school motto, 'Be humble to be wise'.

The way in which school leaders develop a culture of serving others without expectation of reward or recognition is an inspiration to all who visit the school.

Staff, parents and students are extremely proud of their school and speak highly of the work of the senior leaders in improving the school.

School leaders have secured a strong reputation for the school in the community and the school has been over-subscribed since it opened.

The full report can be found at <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138586>

# Key Ofsted Findings

## Ofsted Section 48 Inspection – ‘Outstanding’

Nishkam High is a Sikh ethos multi-faith school and because of its religious character it was inspected in June 2015 under section 48 of the Education Act.

**The overall distinctiveness and effectiveness as a Sikh multi-faith ethos school are outstanding**

**Section 48 inspectors look at four key areas: faith education; collective worship; spiritual, moral, social and cultural development; as well as leadership, management and governance. We are delighted that Nishkam High School achieved outstanding in all four areas inspected.**

### **Key findings:**

The overall distinctiveness and effectiveness as a Sikh multi-faith ethos school are outstanding

Leaders and governors share and articulate an ambitious vision for the school in which the pursuit of excellence in academic studies is matched by a deep commitment to creating socially responsible citizens who put others first.

The values that the school promotes define every aspect of its work and equip its students with secure foundations for their life.

As a result of the school's commitment to excellence, students make outstanding progress in their academic and personal development.

The Faith Curriculum is well taught and ensures that students acquire deep learning about religion and understand how to apply this to their lives.

Collective worship is the heartbeat of the school. It is inclusive and, affirms all who attend. As a result, students develop thoughtful attitudes to faith and the relationships between and among adults and students are exceptional.

The promotion of students' spiritual, moral, social and cultural development is outstanding. As a result the school is a harmonious learning community where students are moved to take compassionate action in their support of good works, both locally and globally

The inclusive nature of the school combines with an outward facing attitude that embraces the wider community so that there is mutual benefit from these links.

The full report can be found at:  
[www.nishkamschooltrust.org/nishkam-high-2/ofsted/](http://www.nishkamschooltrust.org/nishkam-high-2/ofsted/)







# GCSE Examination Results 2022

We are delighted to share that our Attainment 8 score is the highest achieved by any cohort that has been through the school; alongside that measure, our progress score remains well above the national average. In 2019, when the last set of external examinations took place, these outcomes would have placed the school in the top 2% of all schools nationally for progress and the top 7% of all schools nationally for attainment\*.

It is, of course, the individual work of students that combine to create the school headlines. Those headlines this year include:

- **Attainment 8 score = 56.99; Pupil Premium Attainment 8 score = 56.73**
- **Indicative Progress 8 = +0.92**
- **English/maths 9-5 = 72%; our highest percentage of pupils achieving a 'strong' pass (grade 5 or better) in both English and maths**
- **33% of all grades awarded for GCSE this year were the very top grades (grades 9, 8 and 7); 63% of all grades awarded in Applied courses were Distinction\* / Distinction/Merit - highlighting our focus on 'excellence for all'.**

	<b>NHSB 2022 % of Grades 9 - 4:</b>	<b>National 2021 % of Grades 9 - 4:</b>
<b>Mathematics</b>	<b>90</b>	<b>TBC</b>
<b>English Language</b>	<b>90</b>	<b>TBC</b>
<b>English Literature</b>	<b>93</b>	<b>TBC</b>

## A Selection of other GCSE results at Grades 9-4:

<b>Subject</b>	<b>Grades 9-4%</b>
<b>Biology</b>	<b>98</b>
<b>Physics</b>	<b>98</b>
<b>Chemistry</b>	<b>97</b>
<b>History</b>	<b>92</b>
<b>Punjabi</b>	<b>91</b>
<b>Computer Science</b>	<b>89</b>
<b>Art</b>	<b>88</b>
<b>French</b>	<b>83</b>



# A Level Examination Results 2022

Nishkam High School Birmingham (NHSB) delivered another encouraging set of A Level and Applied Level examination results this summer.

## The outcomes include:

- **A Level average point score 41.72 (B+ grade);**
- 2019 A Level average point score 29.90 (C grade)
- **Applied average point score 37.50 (Distinction+);**
- 2019 Not Applicable
- **Percentage of A\*/A grades 40.6%;**
- 2019 percentage of A\*/A grades 15.5%
- **Students achieving AAB including 2 facilitating subjects – 38.7%; 2019 = 5.9%**

## Averages

	Average Points Score	Average Grade
2022	41.88	B
2021	39.80*	B
2020	35.08*	B-
2019	30.57	C

\*Teacher assessed / centre-assessed grades

## Destinations 2022

### Top Destinations

University of Birmingham	26%
Aston University	35%
Russel Group Admissions	37%



# Subjects Offered

## Key Stage 3

Art	Mathematics
Computer Science	Music
English	PE
Food and Nutrition	Punjabi
French	Religious Studies
Geography	Science
History	STEAM / Design & Technology

## Key Stage 4

English Language	French
English Literature	Geography
Mathematics	Health & Social Care
Science	History
Religious Studies	Media Studies
Art	Music
Business	PE
Citizenship	Psychology
Computer Science	Punjabi
Food and Nutrition	Sports Studies



# More Than Academic Excellence

Whilst our courses offer a rigorous and academic pathway to take following GCSEs, Sixth Form presents the opportunity to build friendships and develop those all-important interpersonal skills that employer's value so much.

To this end, these are but a few of the engagements that have enriched the Sixth Form experience in recent years, with many making a yearly appearance.

### Careers and Futures

- University Masterclasses
- Unifrog Careers Platform
- A 2-week work experience placement for all Year 12 students
- Business walks in Central Birmingham
- Bank of England visit
- High success rate of students completing the Pathways to Birmingham Programme through the University of Birmingham (medicine, law, accounting and finance, engineering)
- Campus day visits
- Eton College University Summer School
- Southampton University EPQ masterclass
- Nuffield Research Placement programme
- Aston Pathways to Healthcare programme
- University of Birmingham Partner School
- PWC Stem for Girls
- WhatCareer Convention
- Sutton Trust Summer School
- ASK apprenticeships
- Career Advisors bookable

### Virtues, faith and Virtues, faith and personal development

- Year 12 Team Building day in September
- Visit to the Houses of Parliament
- Elevate Education study skills support
- Future Learn online learning courses (MOOCs)
- Sixth Form trip to Rome
- Mount Snowdon charity challenge
- Mental Health Awareness Day

# Progressing to University

**Our aim is to produce young people who not only have strong faith inspired qualities, but also gain places at Universities.**

We will encourage them to apply and provide support at each stage of the application process. In the Spring term, Year 12, students will be encouraged to sign up for university taster days and visits to the UCAS conventions.

In the summer term there will be an 'Applying to University Information' for parents and students. In late June the students register with UCAS and are guided through the early stages of the application process. They will need to make decisions about the subjects they study and the types of university they will apply to over the summer.

The students are fully supported by their form tutor and the Sixth Form team in completing their applications, by early October for applicants to Oxbridge and for Medicine and related courses, and by early November for the other courses. The support continues through the Spring Term of Year 13 when students have to make decisions about which offers to accept and with guidance about arranging financial support.

Being based in the centre of Birmingham affords us the opportunity to network and work with local universities on a frequent basis. In particular, we work closely with The University of Birmingham and Aston University throughout both Year 12 and 13, gearing our students up for what lies ahead. From campus tours, to year group presentation, we have found our Sixth Formers benefit greatly from the outreach programmes of these universities, with many students making them their firm choice options when applying for university.





# School Food

**healthy made daily well balanced  
delicious fresh ingredients**

- All meals are vegetarian
- All meals will be nut free and egg free
- All meals freshly prepared
- No harmful additives or hydrogenated fats are used
- Products containing GM Foods are not knowingly used

Students will have the choice of assorted sandwiches, baguettes and rolls. Assorted salad shaker pots and mixed fruit pots. There is a selection of desert pots and assorted tray bakes.

Students will have the option of selecting one main dish (option 1 or 2) accompanied with vegetables/salad and a dessert.

## The vegetarian diet

It is widely recognised that a well-balanced vegetarian diet can provide all the nutrients your body needs, and there is much scientific evidence to indicate that vegetarians may be healthier than meat-eaters.

A vegetarian diet is healthy because it is typically low in saturated and total fat, high in dietary fibre and complex carbohydrate, and high in the minerals and vitamins present in fresh fruit and vegetables.

## A healthy diet for children

Childhood nutrition has a significant influence on health and development throughout life. As children grow, their nutritional needs are proportionally much greater than those of adults, and the consequences of a poor diet will be long lasting. A good diet protects against everyday illness and ensures the development of strong bones and teeth, firm muscles and healthy tissues.

In 2000, the 'Healthy School Lunches...' publications made the following recommendations concerning a healthy diet for children aged five years and over:

- The diet should be balanced, with plenty of variety and enough energy for growth and development
- Plenty of fibre-rich starchy foods such as bread, rice, pasta, potatoes and yams should be included in the diet
- Plenty of fresh vegetables and fruit should be included
- Children should not eat too many fatty foods, especially foods containing saturated fat
- The diet should contain moderate amounts of dairy products
- Children should not have sugary foods and drinks too often.



# Example Lunch Menu



## MENU - WEEK ONE

<b>MONDAY</b>			
<b>MAIN MEALS:</b>	Chilli Paneer with Rice and Baby Naan (v)  Cajun Sausage and Mashed Potato (v)	<b>DESSERT:</b>	Lime and Coconut Shortbread
<b>TUESDAY</b>			
<b>MAIN MEALS:</b>	Matar Aloo with Rice and Naan (v)  Jacket Potato with Cheese and Chilli (v)	<b>DESSERT:</b>	Chocolate Cornflake Cake
<b>WEDNESDAY</b>			
<b>MAIN MEALS:</b>	Cabbage and Pea Curry with Naan (v)  Vegetable Lasagne with Peas and Garlic Bread (v)	<b>DESSERT:</b>	Jelly
<b>THURSDAY</b>			
<b>MAIN MEALS:</b>	Chana Aloo with Rice (v)  Cheese Burger with Herby Diced Potatoes (v)	<b>DESSERT:</b>	Chocolate Slice
<b>FRIDAY</b>			
<b>MAIN MEALS:</b>	Pizza, Chips and Baked Beans (v)  Onion Bhaji, Chips and Baked Beans (v)	<b>DESSERT:</b>	Ice Cream
<b>AVAILABLE DAILY:</b> ASSORTED SANDWICHES, BAGUETTES AND ROLLS, ASSORTED SALAD SHAKER POTS, FLATBREADS, SUBS, A SELECTION OF DESSERT POTS, FRESH FRUIT COMPILATIONS AND ASSORTED TRAY BAKES. <b>ALLERGY INFORMATION AVAILABLE ON REQUEST. ALL MENU ITEMS ARE FREE FROM EGG.</b>			



# Uniform

Nishkam School pupils are ambassadors of the school and all schools in the trust. We believe our uniform fosters a sense of belonging, pride and identity. It sets high standards for students and makes an important contribution to a positive and purposeful working environment. We ask that parents support us with the uniform policy and ensure pupils

Website:	www.myuniformhub.com
Address:	70b Soho Road, Handsworth, Birmingham, B21 9BH
Telephone:	0121 551 7719
Opening Hours:	Monday to Friday 10am – 5.00pm Saturday 10.00am – 4.00pm (extended hours on Saturdays over the summer period) Sunday's Closed Please do go on the website for the latest information.

UNIFORM		Items available from My Uniform Hub	Available from other retail outlets e.g. supermarkets
<b>GIRLS</b>			
<b>Compulsory</b>	School regulation blazer (mid grey, gold trim and school crest)	✓	x
	School tie	✓	x
	School regulation jumper (mid grey, gold trim with school crest)	✓	x
	School regulation Skirt/trousers (mid grey) knee length	✓	x
	Chunni (head scarf) for Sikh students during prayers and all religious head coverings (mid grey)	✓	x
	Blouse (white)	✓	✓
	Tights/socks (mid grey)	✓	✓
	Formal shoes (black not patent, no trainer-like shoes, no logos)	x	✓
<b>BOYS</b>			
<b>Compulsory</b>	School blazer (mid grey, gold trim and school crest)	✓	x
	School tie	✓	x
	School regulation jumper (mid grey, gold trim with school crest)	✓	x
	Dastaar for all Keshadari Sikh students and all religious head coverings (mid grey)	✓	x
	Shirt (white)	✓	✓
	Trousers (mid grey)	✓	✓
	Socks (mid grey)		
	Formal shoes (black not patent, no trainer-like shoes, no logos)		
<b>BOYS/GIRLS PE; Compulsory</b>	Polo t-shirt with logo according to form: Yellow ('Compassion'); Red ('Truth'); Green ('Contentment'); Blue ('Humility'); Purple (Love)	✓	x
	Sweatband with logo	✓	x
	Black sports shorts	✓	✓
	Black long football socks	✓	✓
	Sports trainers (not pumps, converses or high tops)	✓	✓
	Gum shield and shin pads for required sports	✓	✓
<b>BOYS/GIRLS PE; Optional</b>	Plain Black tracksuit bottoms – logo free	✓	✓
	Grey sweatshirt with or without logo	✓	✓
	Bag or rucksack with or without logo	✓	✓

# Uniform

## Supporting to wear the Dastaar

All keshadari male Sikh pupils, (and optionally for female pupils) are required to wear the dastaar for year 7 and above. Please start practicing with your child as early as possible and at least by the beginning of the summer break. Please let us know if you require specific support to help your child learn to tie the dastaar when school starts.

## Articles of Faith

As a school, we encourage pupils to wear their 'articles of faith' (as specified by an appropriate religious authority). The school ethos is designed to:

Encourage and value the religious practices of pupils and staff whilst ensuring the health and safety, and wellbeing of all pupils and staff.

Support the practice of religious understanding and harmony within schools serving diverse religious and ethnic communities.

Meet the requirements of the law and government guidance on the wearing of the Sikh articles of faith in the workplace and public spaces (such as Equalities legislation, Health and Safety practices and school policies)

If your child is an Amritdhari (initiated) Sikh, please kindly:

inform us by completing the 'Article of Faith' form, to help us support his/her journey through the school.

read the 'Articles of Faith' policy together with your child, to help understand his/her responsibilities in school.

be guided that, a Kirpan should be worn under the shirt or blouse.

consider, if your child is under the age of 11, for him or her to wear a small kirpan around the neck. Parents/ carers or pupils wishing otherwise should discuss this with the school leader on a case-by-case basis.

During contact sport in secondary schools (football, rugby, basketball, netball, hockey) and all sports in primary schools and swimming, we, the school, will provide a specifically designed small kirpan secured and cushioned within a sports belt to wear as an alternative.

The pupil's personal kirpan should kindly be removed by the pupil and placed in a specifically designed kirpan box provided by the school and left with staff in a predesignated space. It will be important that the sanctity of the kirpan is maintained in doing so.

During P.E times and during any other physical activity, the Kara (steel bracelet) should be covered with a sweatband.

## Jewellery

In the interests of safety, pupils should not wear jewellery as these items can easily become entangled and therefore present a health and safety risk.

To reflect any professional working environment, male students are not permitted to wear earrings. Female students may wear simple stud earrings, one in each ear.

**Pupils should not come to school wearing any of the following:**

Skirts above the knee length

Pencil Skirts

Jeans or skinny trousers

Leggings (or similar)

Patterned or "fishnet" tights; only plain grey tights with the school skirt will be permitted

Boots, flip flops, trainers

Jewellery including bracelets, necklaces, wristbands, non-ear piercings. Stipulated articles of faith may be worn

Earrings other than simple studs for female students, or multiple pairs of earrings

Earrings for male students

Make up

False Eyelashes

Acrylic nails, nail gels, nail colouring and varnish  
Hoodies, denim jackets, leather jackets or tracksuit tops worn as an outside jacket

Extreme hairstyles (Mohawks, tramlines, shaved patterns, hair less than grade two, unnatural hair dye colours).

The uniform is compulsory to wear at all times on the journey to and from the school and during the school day. Failure to adhere to the policy is serious and will be addressed through the school's behaviour protocols.







# Example School Day

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8.25 - 8.45</b>	Registration / Collective Worship/ Assembly	Registration / Collective Worship/ Assembly	Registration / Collective Worship/ Assembly	Registration / Collective Worship/ Assembly	Registration / Collective Worship/ Assembly
<b>8.45 - 9.40</b>	P1	P1	P1	P1	P1
<b>9.40 – 10.35</b>	P2	P2	P2	P2	P2
<b>10.35 – 10.50</b>	Break	Break	Break	Break	Break
<b>10.50 – 11.45</b>	P3	P3	P3	P3	P3
<b>11.45 – 12.40</b>	P4	P4	P4	P4	P4
<b>12.40 – 1.20</b>	Prayer/ Lunch	Prayer/ Lunch	Prayer/ Lunch	Prayer/ Lunch	Prayer/ Lunch
<b>1.20 – 2.15</b>	P5	P5	P5	P5	P5
<b>2.15 – 3.10</b>	P6	P6	P6	P6	P6
<b>3.10 – 3.20</b>	Registration	Registration	Registration	Registration	Registration



# Summary of Application Process



**You can apply to Nishkam High School for September 2023 now.**

You may choose to apply either through:

1. A Faith category place (50% of all places). If you are a practising member of a religion you may choose to apply through this category. Please complete Steps 1 and 2.
2. An Open place (the remaining 50% of places). If you are not a practising member of a faith please complete Step 1 only.

## **STEP 1 - For all applicants**

**All applicants must complete the Preference/Application Form for school's admissions from your Local Authority, where you live, before 31st October 2022.**

The Local Authority Preference/Application full guidance and form for school admissions may be found on the following websites (depending on where you live), for example:

**Birmingham:** [www.birmingham.gov.uk/schooladmissions](http://www.birmingham.gov.uk/schooladmissions)

**Sandwell:** [www.sandwell.gov.uk/schooladmissions](http://www.sandwell.gov.uk/schooladmissions)

Please ensure if you are applying under the staff or sibling category this is stated when completing your preferences.

Please see our **Admissions Policy for Year 7 Academic Year 2023-2024**  
<https://www.nishkamschooltrust.org/nhsb/admissions/how-to-apply>

## **STEP 2 - for Faith category places only**

If you are applying for a place based on faith, (50% of all places), please kindly complete this application by 31st October 2022 for Year 7 (age 11) places.

Please download and complete the Nishkam School's [Supplementary Information Form \(SIF\) from the website https://www.nishkamschooltrust.org/nswl/admissions/how-to-apply](https://www.nishkamschooltrust.org/nswl/admissions/how-to-apply). Please ensure it is also countersigned by the appropriate religious authority by obtaining the signature and stamp from your place of worship.

Please note any incorrect or incomplete Supplementary forms, or forms received beyond the relevant deadlines, will unfortunately have to be legally rejected and the place will automatically be ranked within the open category

## **STEP 3 - Notification**

**Your Local Authority in which you live will notify you of which school your child has gained a place in on National Offer Day (2nd March 2023).**

For further information please contact the school office on 0121 348 7660 or email [admissions.nhsb@nishkamschools.org](mailto:admissions.nhsb@nishkamschools.org)



# Frequently Asked Questions

## ***Can I still apply to school if I live in a different local authority to that of the school?***

Yes. All applicants are processed in the same way regardless of the Local Authority. Applications for school places can only be made through the LA where the child lives permanently and not through the LA where the school is based.

## ***Where can I find the criteria used to assess applications for Faith places?***

This criterion is given in the Nishkam School's Admissions Criteria document and is available from the school office or from the school website.

## ***How is the faith criteria determined? What if I supply additional information on the SIF form?***

Guidance from the national School Admissions Code is used in creating objective and transparent faith admissions criteria. The School can only consider information in the SIF and the School Admissions criteria.

## ***Does the distance I live away from the school matter?***

If you are applying under the Open (Non-Faith) category, applications will be ranked by random selection and therefore distance will not be a factor. If you are applying through the Faith category, distance away from the school is only used in 'tie-brake' circumstances.

## ***If your child does not meet the criteria of the faith category, is it better to apply through the Open criteria?***

It is your decision regarding which category you choose to apply under and depends on the distance you live from the school. It is possible your child may be placed on a lower ranking under the faith category than if you applied directly through the open category if you live nearer the school.

## ***Can I appeal?***

Appeals against a decision not to offer you a school place are administered by the School Admissions and Pupil Placements Service, Birmingham City Council. Full details are available on the following link:  
[https://www.birmingham.gov.uk/info/20119/school\\_admissions/207/appeal\\_against\\_a\\_decision\\_to\\_refuse\\_your\\_child\\_a\\_school\\_place](https://www.birmingham.gov.uk/info/20119/school_admissions/207/appeal_against_a_decision_to_refuse_your_child_a_school_place)

## ***Where can I get more information about how the admissions process works?***

The local authority also provides information on how the process works through booklets, via the Local Authority website and through advisors/officers within the admissions teams.

## ***Does it make a difference when I apply for the school?***

No. All applications are collated by the local authority and given to the school at the same time.

## ***Does putting only one preference mean I'm more likely to get in?***

No. All schools are allocated on how your child meets the admissions criteria and the number of school places available. If you do not get a place in your only preference the local authority will offer you a place at a school that still has places.

This may be a long way from your home. Therefore it is really important to request as many schools as possible, so you maximise your chances of getting a school of your choice.

## ***How does the school check the Supplementary Information provided?***

The Admissions Team checks all forms carefully and looks out for any false information. The team makes extra checks if notified about a fraudulent application. If someone is found to have provided false information to get a place at a certain school, then the offer of a place may be withdrawn, and the place offered to another child. If there is not sufficient information on the Supplementary Information Form it will be rejected, and the application will be added to the open category.

## ***Am I in the catchment area?***

The admissions criteria does not use catchment areas to decide on whether a pupil receives a place.

## ***Where is Nishkam High School located?***

The school is located on Great King Street North, Birmingham, B19 2LF which is within half a mile of the Jewellery Quarter Train/Tram stat











At Nishkam Schools, our pupils explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support pupils to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

At Nishkam Schools, we believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our pupils, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable pupils to understand their choices in order to help lead better lives. Our pupils become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith.

At Nishkam Schools, our pupils and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social and academic life. We foster a school culture which inspires optimism and hope, as well as determination and confidence, for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Pupils gain a breadth and depth of knowledge and a love of learning to achieve their full potential.



## Our Partners



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T: 0121 348 7660  
E: [Enquiries.NHSB@nishkamschools.org](mailto:Enquiries.NHSB@nishkamschools.org)  
[www.nishkamschool.org](http://www.nishkamschool.org)  
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Great King Street North, Birmingham B19 2LF

