

Inspection of Nishkam Primary School Birmingham

3–11 Soho Road, Handsworth, Birmingham, West Midlands B21 9SN

Inspection dates:	8 and 9 April 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Gurpreet Kaur. This school is part of Nishkam Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Dr B S Mahon OBE, and overseen by a board of trustees, chaired by Sarah Evans OBE.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since April 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

A warm welcome awaits everyone who arrives at the school. Pupils love being here. They thrive as part of the Nishkam family. The school has very high expectations and is successful in its aim that all pupils achieve well, regardless of their starting points.

Virtues, such as compassion, humility, service, contentment, optimism, truth and forgiveness are central to every aspect of school life. They are modelled by pupils and staff alike. Pupils explain how these virtues support them to flourish as individuals and guide them to behave exceptionally well. As a result, the school is calm and orderly.

All relationships in the school are respectful and caring. Pupils look after each other and display exemplary manners to everyone. They cooperate happily in play and while learning. Pupils know that adults will help them to sort out any worries. They feel safe at school.

All pupils, including those with special educational needs and/or disabilities (SEND), benefit from a wide range of opportunities to develop talents and interests. There are many clubs, including chess, dilruba, archery, cooking and gymnastics. Pupils take part in several residential trips to challenge themselves with outdoor activities or experience different aspects of the arts.

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

The school has developed a highly ambitious curriculum. It is organised so pupils use what they remember from prior learning to acquire new skills and knowledge. For example, pupils learn how to rotate their body when throwing a discus. They then apply this to be able to successfully launch a shot putt.

Teachers' subject knowledge is very strong because they receive highly effective training. They model skills clearly and deliver new knowledge in a way that pupils can understand. Not a moment of learning time is wasted. Teachers guide pupils to use the 'why wait' question to extend their learning if they have completed a task. In Reception, the school has created a vibrant environment where there is a distinct learning purpose to each activity. Skilled early years staff support children to practise and extend their new learning. Across the school, staff carefully check what pupils know and remember. They adjust any follow-up tasks to address any previous misconceptions. Teachers provide pupils with clear feedback. Pupils use this to improve their work.

Well-trained staff identify the needs of pupils with SEND quickly. The school supports these pupils by suitably adapting the work and providing extra resources, such as electronic scanning pens. This helps pupils achieve exceptionally well from their starting points. Pupils with SEND are fully included in school life. Pupils and their parents and carers recognise the positive difference this support makes.

Reading is a priority at the school. Pupils love books and the school is successful in its aim that pupils develop a lifelong enjoyment of reading. Children learn the sounds and letters

they represent securely when they start in Reception. The books pupils read match pupils' phonics knowledge. For those pupils who need it, the school provides timely, targeted support to catch up. This helps them to become confident readers swiftly.

Pupils have highly positive attitudes to learning. They are committed to improving their work and they try hard in lessons. Even the youngest children show determination and perseverance when learning new skills such as threading beads or spinning a hula-hoop.

The personal development offer delivered by the school is exceptional. Pupils are provided with opportunities to become responsible citizens who see 'service with humility' as a privilege. Pupils are proud to raise money for charity or to serve food at community events. All pupils have opportunities to develop their confidence and responsibility through leadership roles. Pupils say it is fun to do jobs such as well-being buddies and prayer leaders and help others.

Pupils understand the fundamental British values. They recognise the importance of diversity and equality. Pupils visit places of worship of all the major world faiths during their time at school. They experience many different cultures through music, theatre visits and artists and writers who inspire them. Pupils speak knowledgeably about the positive impact learning about other cultures has on their lives. This prepares them well for life in modern Britain.

Highly regarded leaders have a clear vision and are ambitious for everyone in the school. The trust and those responsible for governance are experienced and highly knowledgeable. They have a clear oversight of the school's work. They provide effective support and challenge to leaders at all levels.

The school builds warm relationships with parents. It provides many opportunities for parents to understand how to help their children with learning. Staff are united in their ambition for all pupils to achieve well and be prepared for the next steps in their education. Morale is high. Staff appreciate the school's consideration of their well-being and workload. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked-after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137492
Local authority	Birmingham
Inspection number	10343960
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	422
Appropriate authority	Board of trustees
Chair of trust	Sarah Evans OBE
CEO of the trust	Dr B S Mahon OBE
Headteacher	Gurpreet Kaur
Website	www.nishkamschooltrust.org
Dates of previous inspection	23 and 24 April 2015, under section 5 of the Education Act 2005.

Information about this school

- The school does not use any alternative provision.
- The school operates a breakfast club and an after-school club.
- Nishkam Primary School is a Sikh multi-faith school. It last had a section 48 inspection in December 2014. The next section 48 inspection is due before July 2026.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in this evaluation of the school.
- The inspectors carried out deep dives these subjects: reading, mathematics, music and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors held meetings with the headteacher, the deputy headteachers, curriculum leaders and the special educational needs coordinator. The lead inspector met representatives of the local academy board. She also met with the chief executive officer, who is also a trustee and the director of primary education for the trust.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- The inspectors spoke with groups of staff and took account of views shared through the staff survey.
- During the inspection, the inspectors met with groups of pupils both formally and during less structured parts of the day.
- The inspectors took account of responses to the online survey, Ofsted Parent View. Inspectors also spoke informally with parents on arrival to school and at the end of the school day.

Inspection team

Corinne Biddell, lead inspector	His Majesty's Inspector
Harjit Chahal	Ofsted Inspector
Gary Richards	Ofsted Inspector

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