



# Primary Phase Prospectus



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



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# Welcome to Nishkam School West London

Dear Parent/ Carer,  
Firstly, a really warm welcome to Nishkam School West London.

**Nishkam School West London is a Sikh ethos, multi-faith school for boys and girls aged 4 to 11, part of the multi-academy Nishkam School Trust.**

We are delighted to welcome applicants to our school. The staff and pupils have found it to be a stimulating and exciting educational environment.

It is our ambition to go beyond academic excellence and provide a faith-inspired, virtues-led experience to prepare our pupils to become the compassionate leaders of tomorrow. We believe in bringing together pupils, parents, teachers and the wider community to build an environment to enable pupils to flourish, as well as recognise and realise their full potential.

We have a unique multi-faith ethos whereby we positively nurture children of all faiths and those of no faith. The 'Nishkam' ethos is to create a 'selfless' mind-set, to go beyond ourselves to serve others. We hope you find our vision inspiring.

We are now accepting admissions for pupils entering reception in September 2023. To apply visit <https://www.nishkamschooltrust.org/nswl/page/?title=How+to+Apply&pid=205>

In addition to this, please fill in the supplementary information form if you are applying for a faith-based place by 15<sup>th</sup> January 2023.

Please do not hesitate to contact us at the school if you require any further information by calling 0203 141 8760 or emailing [primaryadmissions.nswl@nishkamschools.org](mailto:primaryadmissions.nswl@nishkamschools.org)

**Yours sincerely,**

**Mrs S Rai  
Headteacher (Primary phase)**



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.

# 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".

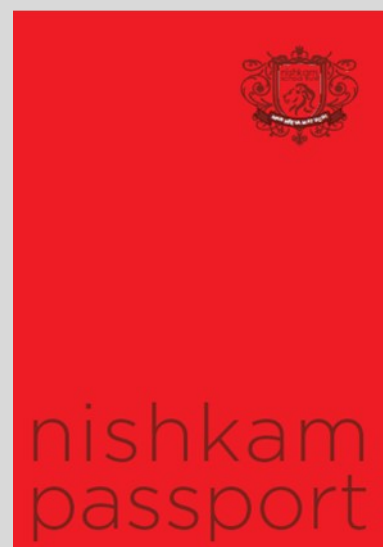
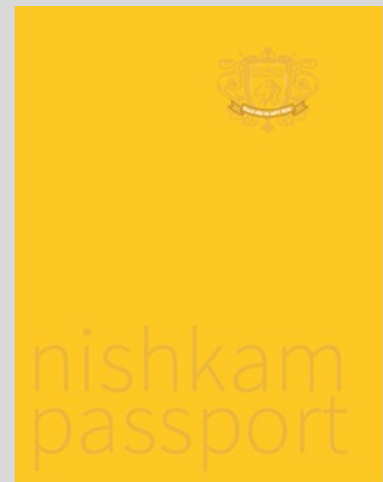
The Passport will help our children further understand our virtues and self-assess how well they are doing.

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.



# NSWL judged Ofsted 'Outstanding' in all categories

## Key findings:

Ofsted Judgement  
September 2016:

Overall effectiveness  
**Outstanding**

Effectiveness of  
leadership and  
management  
**Outstanding**

Quality of teaching, learning  
and assessment  
**Outstanding**

Personal development,  
behaviour and welfare  
**Outstanding**

Outcomes for pupils  
**Outstanding**

Early years provision  
**Outstanding**

- Leadership and management at all levels are of exceptionally high quality. Leaders constantly check the quality of teaching and learning and provide very good support for any teacher who needs to develop their practice.
- Exemplary leadership and management skills ensure that the school's values are central to developing pupils' learning and mind-set. The school's vision to 'offer excellence... and inspire children to learn' pervades the school. As a result, pupils are motivated and have high aspirations.
- The national and local governing body are energetic and forward-looking. There is no sense of complacency. They monitor the school's work and meet regularly with the headteacher to ensure that the school's work is highly effective.
- By the time pupils leave Year 1, the vast majority reach the expected standard in phonics screening. This is outstanding progress from their starting points.
- By the end of key stage 1, groups of pupils – in particular the most able, the most able disadvantaged and disadvantaged pupils who did not achieve well in early years – are far ahead of other pupils nationally.
- Provision in the early years is outstanding. It is an exciting and busy place where children get off to a flying start. As a result, they make rapid progress from below-average starting points.
- Pupils achieve extremely well because the quality of teaching over time is outstanding. Teachers know their pupils and use assessment meticulously to plan activities so that pupils can excel in their learning.
- The school's values are closely linked to British values, and pupils live by them. As a result, pupils are disciplined and respectful towards each other and visitors. Behaviour is exemplary.
- The school's practice of 'Nishkam' ('selflessness') means that pupils, parents and the wider community have a strong bond and a sense of unity and safety. Pupils are safe, and the overwhelming majority of parents say that their children are happy, safe and well looked after at the school.
- Pupils achieve outcomes that are significantly above average in the national tests.



The full report can be found at  
<https://files.ofsted.gov.uk/v1/file/2600754>

# NSWL judged Ofsted Section 48 'Outstanding'

(July 17)

Nishkam School West London is a Sikh ethos multi-faith school and because of its religious character it was inspected in July 2017 under section 48 of the Education Act. 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.

## Key findings:

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

- Leaders, governors and the Trust are united behind an ambitious vision for the school which places excellent academic success alongside developing responsible citizens who put others first.
- As a result, the school's ethos leads to its pupils' excellent academic achievement which is matched by their outstanding personal development.
- The values that the school promotes are evident in every aspect of its work so that pupils of all backgrounds and beliefs understand their shared responsibility to each other and the wider community.
- Pupils acknowledge that their excellent behaviour results from living out the values that the school promotes. They say that, 'in every value there is a kind of respect. Each respect has its own meaning and each meaning has a power'.
- Faith education unites the promotion and nurture of faith with the study of religion and belief so that pupils develop levels of understanding of the nature of faith that are much higher than might be expected nationally.
- Collective worship is a central element of school life. It is inclusive, values all faiths and affirms all who attend so that they develop a deep respect for worship and prayer.
- The promotion of pupils' spiritual, moral, social and cultural development is exceptional so that the school is a peaceful and harmonious learning community where individuals matter.
- Leaders, governors and the Trust have a well-developed understanding of the school's strengths and areas for development so they are well-prepared for the school's ongoing expansion.
- The full report can be found at: [www.nishkamschooltrust.org/nishkam-school-west-london-achieves-outstanding-in-section-48-inspection](http://www.nishkamschooltrust.org/nishkam-school-west-london-achieves-outstanding-in-section-48-inspection)

# Location

Nishkam School West London, is part of a high-performing multi-academy free school trust – the Nishkam School Trust (NST). NST manage 4 schools and 2 nurseries. As part of a leading multi-academy trust, NSWL is supported with a great network of resources and highly skilled staff.

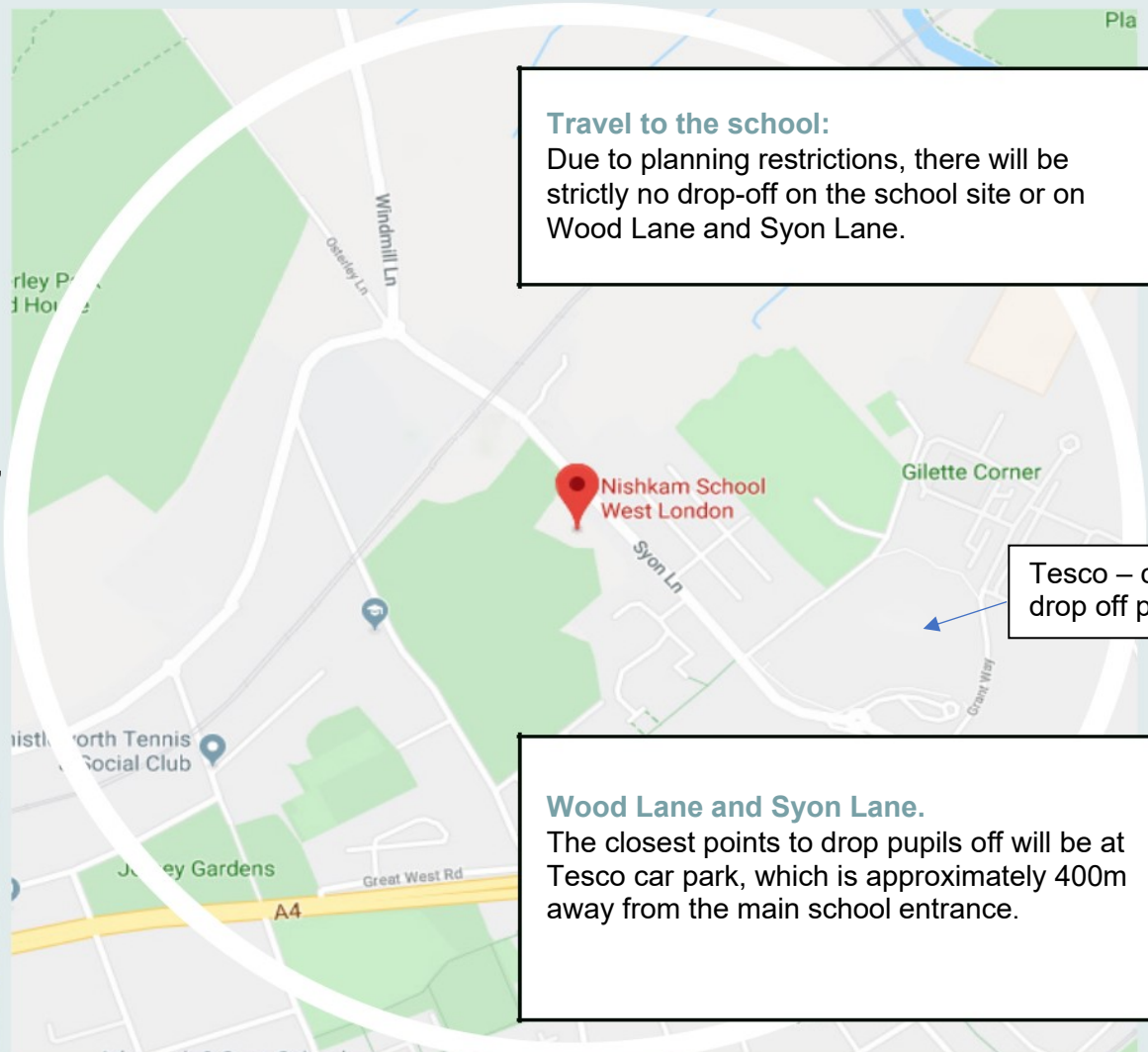
**The new and permanent site of the school opened in August 2018.**

Beautifully created and designed

Seven new science labs, and IT spaces

New sports facilities including: a new sports hall, a regenerated grass pitch and a multi-use games area

Large number of solar panels to contribute to sustainable environments



### Travel to the school:

Due to planning restrictions, there will be strictly no drop-off on the school site or on Wood Lane and Syon Lane.

Tesco – car drop off point

### Wood Lane and Syon Lane.

The closest points to drop pupils off will be at Tesco car park, which is approximately 400m away from the main school entrance.

**Tube:** Osterley

**National Rail:** Syon Lane

A private school bus service is also available



# School Food

## Healthy, made daily, well balanced, delicious fresh ingredients

### 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

There will be a daily salad bar that includes: Lettuce, Cucumber, Tomatoes, Red Onion, Pickles, Sweet Corn, Peppers and Olives

Children 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



	Main 1	Main 2	Main 3	Side	Dessert
<b>MONDAY</b>	SOYA MINCE & PEAS SABJI WITH NAANS	TOMATO & VEG SOUP WITH BREAD ROLLS	CHEESE & TOMATO SANDWICHES	SALAD BAR	APPLE & MANGO CRUMBLE WITH ICE CREAM
<b>TUESDAY</b>	MIX DAAL WITH VEG RICE	POTATO & BROCOLLI BAKE	CHEESE SALAD & FALAFEL WRAPS	SALAD BAR	JELLY & CRACKERS
<b>WEDNESDAY</b>	KURRY & RICE	NOODLES WITH VEG & SOYA CHUNKS	CHEESE & CUCUMBER SANDWICHES	SALAD BAR	CHEESECAKE & CRACKERS
<b>THURSDAY</b>	CHOLEY & NAANS	JACKET POTATO WITH BUTTER BEANS & CHEESE	CHEESE SALAD BUNS	SALAD BAR	SEMIYA (VERMICELLI)
<b>FRIDAY</b>	CHIPS & BEANS + TURKA BEANS	CHIPS & BEANS + TURKA BEANS	CHEESE SALAD BAGUETTES	SALAD BAR	FRUIT & YOGURT

# 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 come to school with smart, clean uniform on every day.

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, red trim and school crest)	•	
	School tie	•	
	School regulation jumper/cardigan (red with school crest)	•	
	Grey pinafore/trousers (mid grey)	•	•
	Chunni (head scarf) for Sikh students during prayers (mid grey)	•	
	Blouse (white)	•	•
	Tights/socks (mid grey)	•	•
	Shoes (black)		•
	Reading bag	•	
	<b>Summer Uniform:</b>	Red gingham dress	•
White tights		•	•
<b>BOYS</b>			
<b>Compulsory</b>	School regulation blazer (mid grey, red trim and school crest)	•	
	School tie	•	
	School regulation jumper ( red with school crest)	•	
	A Dastar is required to be worn by all male year 7 and above Sikh kesadhari pupils at all times apart from PE. In the primary school, either a Patka or a Dastar is required to be worn for kesadhari Sikh male students. All head coverings to be mid-grey	•	
	Shirt (white)	•	•
	Trousers (mid grey)	•	•
	Shoes (black)		•
	Reading bag	•	
<b>BOYS/GIRLS PE; Compulsory</b>	White Polo t-shirt with logo	•	
	Black sports shorts	•	•
	Black track suit bottoms	•	•

# Partnership with Parents

The school believes that working in partnership with parents is vital for pupils to progress and to enhance their well-being.

We communicate with parents regularly in the following ways:

## **Reporting and Feedback**

Each term during the school year you will have the opportunity to meet your child's teacher to talk about his or her progress. These meetings are also a chance for you to ask questions and tell your child's teacher about his or her life outside school.

You can bring your child with you to these meetings. Teachers encourage the children to come along and join in the discussion about their progress at school. At the end of the school year, you will be sent a written report that gives details about your child's progress. You can always see your child's teacher if you have any concerns about their life at school. It can be difficult for teachers to make time at the beginning and end of the day as they need to ensure pupil safety without distraction from individual parents. You can phone the school to make an appointment or you can also make an appointment to see the Head of Primary Education if you prefer.

## **School Reports**

You will receive an annual written report on your child's attainment and progress for the academic year they have just completed/about to complete. You will have the opportunity to discuss the report with the class teacher at the parents' evening held in July. There are also parent/teacher consultations held in October and February.

## **Children's Progress**

Through a series of workshops and assemblies, parents and carers will have the opportunity to see how their child is doing at school.

## **Workshops**

We will hold parent workshops regularly. Parents/carers are invited to come to Nishkam School West London and spend an afternoon working with their child. This is a special time where we want to give parents the opportunity to focus completely on their child, enjoying creative activities and helping them to learn. If parents are unable to attend, we would be delighted to welcome grandparents.

## **Class Assemblies**

These will be held regularly and you will be invited through the school newsletter.

These occasions will present an excellent insight into the work of the school and there will also be special events and faith based assemblies which we hope you will be able to attend.

## **The Curriculum**

Each term teachers will send the parent/carer details of the curriculum programme for each year group.

This also includes details of homework and how you can support your child.

## **School Newsletters**

You will receive our regular school newsletters, which will inform you of useful dates, and curriculum developments. News will be added

# Example School Day



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8.20 - 8.30</b>	Registration	Registration	Registration	Registration	Registration
<b>8.30 - 9.00</b>	Teacher-led carpet activity	Teacher-led carpet activity	Teacher-led carpet activity	Teacher-led carpet activity	Teacher-led carpet activity
<b>9.00 - 10.30</b>	Guided work / child / initiated play	Guided work / child / initiated play	Guided work / child / initiated play	Guided work / child / initiated play	Guided work / child / initiated play
<b>10.30 - 10.40</b>	Tidy up time	Tidy up time	Tidy up time	Tidy up time	Tidy up time
<b>10.40 - 11.05</b>	Phonics	Phonics	Phonics	Phonics	Phonics
<b>11.10 - 11.30</b>	Story time and prayer	Story time and prayer	Story time and prayer	Story time and prayer	Story time and prayer
<b>11.30 - 12.30</b>	Lunch				
<b>12.30 - 12.35</b>	Registration	Registration	Registration	Registration	Registration
<b>12.35 - 1.00</b>	Teacher-led carpet activity	Teacher-led carpet activity	Teacher-led carpet activity	Teacher-led carpet activity	Teacher-led carpet activity
<b>1.00 - 2.10</b>	Guided work / child / initiated play	Guided work / child / initiated play	Guided work / child / initiated play	Guided work / child / initiated play	Guided work / child / initiated play
<b>2.10 - 2.15</b>	Tidy up time	Tidy up time	Tidy up time	Tidy up time	Tidy up time
<b>2.15 - 2.45</b>	Show and tell story	Show and tell story	Show and tell story	Show and tell story	Show and tell story
<b>2.45 - 2.50</b>	Reflection	Reflection	Reflection	Reflection	Reflection



# Curriculum

At Nishkam we offer a broad and balanced curriculum with a focus on academic subjects, enriched with the arts and a variety of sporting activities. The curriculum is underpinned by our values and dispositions. Developing students' reflection and self-awareness are important components of our curriculum; all students have a Faith Journal in which they reflect on their spiritual and personal development, as well as ending each day with reflection.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b> (but not limited to – to allow learning to follow children's interests)	<b>I wonder what's special about me</b> <b>(All about me)</b>	<b>I wonder what we will celebrate</b> <b>(Festivities)</b>	<b>I wonder who lives here</b> <b>(Once Upon a Time)</b>	<b>I wonder how things grow</b> <b>(Growing)</b>	<b>I wonder where this journey will take us</b> <b>(Explorers)</b>	<b>I wonder what I can achieve</b> <b>(Adventures)</b>
<b>Characteristics of Effective Learning</b>	Curiosity, imagination, independence, risk taking, enthusiasm, concentration, attention, inclusiveness, listening and communicating, friendship					
<b>Possible Texts</b>	God knows all about me Monkey puzzle book by Julia Donelson What I like about me Stella brings family Sulwe	Handa's Surprise Nativity Story Story of Rama & Sita Hannukah Story all are welcome	Goldilocks The Three Little Pigs Rumble in the Jungle Commotion in the Ocean, Little red riding hood Farmer duck Gruffalo	Jack & the Beanstalk The Enormous Turnip The little red hen Three Billy Goats Gruff Jack and the beanstalk	The Ugly Duckling The Rainbow Fish What the ladybird heard Going on a bear hunt When I grow up Whatever next	Harry and the bucketful of dinosaurs –the collection Look up When I was a baby
<b>Text types</b>	Mark making Name writing Initial sounds	Shopping lists Invitations Card writing	Recipes Creating & Describing characters Rhymes	Instructions Note making Labelling	Messages in bottles Treasure maps Captions	Story writing Letters Sentences
<b>Phonics</b>	Phase 2 Little Wandle Scheme	Phase 2 Little Wandle Scheme	Phase 3 Little Wandle Scheme	Phase 3 Little Wandle Scheme	Phase 4 Little Wandle Scheme	Phase 4 Little Wandle Scheme
<b>Themed Week</b>	Poetry Week	Black History Week	Shakespeare week	Poetry Week	Author Study	Summer Writing Project
<b>Communication and Language</b>	Following instructions/class rules  Turn taking Engage in story times Share ideas with adults and peers	Join in with songs/familiar rhymes  Listen to and talk about stories and rhymes	Give opinion and share ideas with confidence in different situations  Explain what has happened Use full sentences	Connect ideas/actions together using a range of connectives  Respond to what they have heard and ask questions to clarify	Predict what might happen  Express ideas and feelings using full sentences	Use a range of vocabulary when speaking, making use of new vocabulary that they have learned Use past, present and future forms when speaking, with modelling and support from adult
<b>Maths</b>	Number – number and place value: Counting to 5  Comparing groups within 5	Shape – 2D and 3D shapes  Number – addition and subtraction: Change within 5  Number bonds within 5  Spatial awareness – positional language	Number – numbers to 10  Comparing numbers within 10  Addition to 10  Measure – length, height and weight	Number bonds to 10  Subtraction Exploring patterns  Counting on and counting back	Numbers to 20  Numerical patterns – doubling, halving/sharing, odds and evens	Shape (composing and decomposing shapes)  Measure – volume and capacity Sorting Time

# Curriculum continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Understanding the World</b>	<p>Learning about their personal environment (their home, local park, local shops).</p> <p>Comparing and contrasting their home and the homes of their wider family with others. Look at Google Earth to locate house.</p>	<p>Introduce a map of the world to locate different celebrations from different cultures.</p> <p>Look at Google Earth and compare to a map of the world to show children how real objects are represented on maps.</p>	<p>Stories from other countries. Compare and contrast different places and ways of life, different weather</p> <p>Look at a globe and locate the countries from the stories.</p> <p>Compare past and present</p>	<p>Exploring the natural world. Planting seeds and observing plants outside. Drawing pictures of animals and plants.</p>	<p>Seasons Materials</p>	<p>Look at features of familiar environment e.g. river, hill, fields, roads etc and look at simple map to see how they are represented.</p>
<b>Art &amp; Design Projects</b>	Self portraits collages	Making Divas	Building a castle	Designing a farm/garden	Creating a vehicle	Designing superheroes
<b>P.E</b>	<i>Introduction to PE Unit 2</i>	<i>Fundamentals Unit 2</i>	<i>Gymnastics Unit 2</i>	<i>Dance Unit 2</i>	<i>Games Unit 2</i>	<i>Ball Skills Unit 2</i>
<b>Computing</b>	iMake Music iMake Media iMake Video iCan Play	iCan Move iCan Direct iFind Patterns iAm Logical	iOrganise Data iSearch Online iCan Sequence iCan Program	iStay Safe iMake Art iCan Control iCan Sort iCan Turn iCan Animate iTell Stories	iSend Email iCan Model iMake Pictograms	iCan Surf iCan Report iCatch Aliens iMake algorithms iGuess Beasts iMake Pixel Art
<b>Religious Education</b>	What makes people special?	What can we learn from special stories?	What times are special to us?	How should we look after our world?	What makes a place special?	What things are special to us?
<b>Golden Thread &amp; Virtues</b>	<b>Confidence</b> to show what makes me special/unique	<b>Respectful</b> of other cultures & religions	<b>Love</b> for everyone around me	<b>Grateful</b> for the world around me	<b>Enthusiastic</b> about exploring	<b>Faith</b> in God's plan for me





# Summary of application process for Reception 2023

Pupil admissions will open for Reception on 1st September 2022.

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.

Please see the admissions Criteria <https://www.nishkamschooltrust.org/nsw/admissions/how-to-apply>

## 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 15th January 2023.**

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:

**Hounslow:** [https://www.hounslow.gov.uk/info/20028/primary\\_admissions](https://www.hounslow.gov.uk/info/20028/primary_admissions)

**Ealing:** [https://www.ealing.gov.uk/info/201114/apply\\_for\\_primary\\_school](https://www.ealing.gov.uk/info/201114/apply_for_primary_school)

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

## 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;

- for age 11 (Year 7) places: 31st October 2022
- for age 4 (Reception) places: 15th January 2023

Please download and complete the Nishkam School's Supplementary Information Form (SIF) from the website <https://www.nishkamschooltrust.org/nsw/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

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 Secondary and 16th April 2023 for Primary.

# 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?***

These criteria are given in the Nishkam School's Admissions Criteria document, available from the school office or from the school website. Admissions

## ***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. Admissions

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

If you are applying under the Open (Non-Faith) category the applications will be ranked by the distance you live from the school. 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 Appeals Team Full details are available on the following link: [Appeals](#)

## ***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.





to empower  
children  
with **virtues**,  
to enable them to  
**excel** academically  
& spiritually,  
enabling them to  
serve **humanity**  
**selflessly**, with an abundance of  
love, compassion, & forgiveness

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