

Inspection of Nishkam School West London

152 Syon Lane, Osterley TW7 5PN

Inspection dates: 24 and 25 January 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Sixth-form provision

Outstanding

Previous inspection grade

Outstanding

The headteachers of this school are Sukhjeet Rai (primary) and Gerard Dineen (secondary). 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, Dr B S Mahon, and overseen by a board of trustees, chaired by Sarah Hauldys Evans.

What is it like to attend this school?

Pupils are proud to attend this aspirational school. Pupils feel valued as individuals within the school community. The behaviour of pupils is exemplary. They strive to live in accordance with the school's ethos. Pupils model the school's core values in everything they do. The school has an expectation that all pupils achieve the very best outcomes they can. This is evident in the qualifications they achieve.

Pupils know that they are well supported to achieve the high expectations that the school has for them. They attend school regularly and work hard. Bullying is rare and pupils are confident any incidents are dealt with swiftly. Pupils enjoy attending the extensive range of clubs and the well-thought-out experiences, trips, and visits. Leaders ensure that all pupils can fully participate in these activities.

Pupils have many opportunities to learn about future careers, colleges, training and employment. They are very well prepared for their next steps. Pupils aspire to the many leadership positions available to them. They make a tangible contribution to the life of the school and wider community. For instance, they raise funds for charities and volunteer in the community.

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

Leaders are relentless in their desire to improve the school. Governors and trustees have rigorous oversight of all aspects of the school's work. Staff feel that leaders are considerate of their workload and well-being. They are proud to work at this school.

Beginning in the early years, the school has designed an ambitious curriculum. It equips pupils with an extensive body of subject knowledge. Teachers know precisely what pupils should learn, and how it connects to their previous knowledge. The school's curricular thinking builds on pupils' knowledge progressively. For instance, pupils study Shakespeare at the same time as they learn about the origins of theatre in drama. Consequently, pupils remember what they have learned deeply. In the sixth form, students benefit from a very high-quality education in a broad range of subjects. In early years, children excel because of expert adult support across all areas of learning.

Teachers recognise the important knowledge that pupils need to know and remember in each subject. They check pupils' understanding regularly and with precision. Any misconceptions in pupils' knowledge and understanding are addressed quickly. This helps pupils to be fully ready for future learning. Teachers adapt their teaching skilfully when necessary. They are alert to any gaps in pupils' learning and they make sure these are filled.

Staff provide expert support for pupils with special educational needs and/or disabilities (SEND). They identify pupils' needs very carefully. This helps staff to provide additional support for pupils with SEND closely. In lessons, teachers use

strategies and resources to make sure that pupils keep up with subject content successfully.

Leaders place a priority on ensuring that all pupils can read fluently and confidently. The school's approach to reading is highly ambitious. Pupils at an early stage of reading get the precise support they need. This begins in the early years where children learn to segment and blend phonics sounds accurately. Staff support pupils to develop their reading comprehension very well. Pupils develop a love of reading and enjoy reading books in their free time.

The school has extremely high expectations for pupils' behaviour. These expectations are modelled by all staff consistently. In early years, staff make sure that children settle in quickly. Staff support children to follow routines and instructions very well. Disruption to pupils' learning across the school is rare because the curriculum and teaching are thoroughly engaging. As a result, pupils consistently strive to succeed. Their conduct creates a positive environment where pupils concentrate on their learning extremely well. The school has clear routines and procedures to make sure that pupils' attendance is closely monitored. This helps pupils to attend school regularly.

Pupils are taught to be good citizens through exceptional personal development programmes. Pupils learn the value of making a positive contribution to society. They have very positive attitudes towards people with different backgrounds. Sensitive issues, such as healthy relationships and consent, are well taught and equally well understood. Leaders give pupils opportunities to learn about the importance of equality, diversity, and tolerance. High-quality careers information, advice and guidance prepare pupils well for their next stages in employment, education, or training. In the sixth form, staff support students to make informed decisions about their future. Students are thoroughly prepared for their next steps.

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

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| Unique reference number | 139720 |
| Local authority | Hounslow |
| Inspection number | 10290232 |
| Type of school | All-through |
| School category | Academy free school |
| Age range of pupils | 4 to 19 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 1,325 |
| Of which, number on roll in the sixth form | 57 |
| Appropriate authority | Board of trustees |
| Chair of trust | Sarah Hauldys Evans |
| Headteacher | Sukhjeet Rai (primary) and Gerard Dineen (secondary) |
| Website | www.nishkamschooltrust.org |
| Date of previous inspection | 7 and 8 July 2022, under section 8 of the Education Act 2005. |

Information about this school

- The school has grown since the previous inspection. The school now includes pupils up to Year 12 and continues to grow. It is registered for pupils from the ages of four to 19.
- The school uses one registered alternative provider.
- The school has a Sikh religious character. It last had a section 48 inspection in 2017.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education, languages, design and technology and science. For each deep dive, inspectors met with subject leaders, visited lessons, talked to pupils, and looked at pupils' work. They also discussed learning in other curriculum subjects with pupils.
- Inspectors met with the headteachers and other senior leaders. They met with leaders responsible for attendance and behaviour.
- Inspectors observed pupils' behaviour at lunchtimes and as pupils moved around the school building. They scrutinised leaders' records of pupils' behaviour.
- The lead inspector met with a group of governors, including the chair of the local governing body.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors spoke with groups of pupils about their experiences at the school. They spoke with staff about their workload and well-being.
- Inspectors spoke with parents while pupils were arriving at school.
- Inspectors took account of the responses to Ofsted Parent View, including the free-text responses.
- Inspectors took account of the responses to Ofsted's online survey for staff and for pupils.

Inspection team

| | |
|------------------------------|-------------------------|
| Phil Garnham, lead inspector | His Majesty's Inspector |
| Eliot Wong | Ofsted Inspector |
| Allan McLean | Ofsted Inspector |
| Helen Rai | Ofsted Inspector |
| David Bryant | Ofsted Inspector |

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