

Inspection of a school judged good for overall effectiveness before September 2024: Nishkam Primary School Wolverhampton

Great Brickkiln Street, Wolverhampton, West Midlands WV3 0PR

Inspection dates: 10 and 11 June 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Harmander Singh Dhanjal. This school is part of The Nishkam Schools multi-academy 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 Brinder Mahon, and overseen by a board of trustees, chaired by Sarah Evans.

What is it like to attend this school?

Pupils benefit from high-quality education and care at this school. They achieve highly across the curriculum and learn to be reflective, supportive and helpful. Through the school's 'virtues-led' curriculum, pupils are supported to develop responsible and caring attitudes. They understand the value of kindness and the importance of doing the 'right thing'.

The school's high expectations are underpinned by a keen sense of humility, respect and service. This ethos is evident across all aspects of school life. It shows in pupils' exemplary behaviour and attitudes to learning. They are keen to learn and are happy here. Their attendance is high. Lessons are calm and purposeful.

Pupils feel empowered by this school to do their best. They are extremely well prepared for their next steps in education and life. They know what the school's values mean in practice and how these help them and others. They have an excellent understanding of fundamental British values and are confident in a range of different situations. From greeting adult visitors to making new pupils feel welcome, pupils display mature thoughtfulness. This is a safe and respectful place for pupils to work, learn and play.

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

This school aims for excellence in learning, behaviour and attitudes. It is doing extremely well in meeting this aim. A very well-designed curriculum ensures pupils are taught the right things in the right order at the right time. Alongside this, the school promotes values that support self-respect and respect for others. These features help everyone to do, and be, their best.

The design and implementation of the curriculum is carefully thought out. The school takes account of research and is outward-looking in its approach to ongoing school improvement. Staff know what the school is aiming for in its ambitions for all pupils' learning and attitudes. They make informed checks on what pupils know. A very well-established 'virtues education' programme helps pupils develop the resilience and character to persevere in the face of difficulties. The school's ambitious attention to learning and personal development supports pupils to reach high academic standards. It also supports them to develop qualities that prepare them well for their future lives.

All staff are trained well in teaching early reading. This means that they implement the school's well-resourced reading scheme with effective consistency. They provide additional reading sessions for anyone who needs them. Consequently, the school is very successful in teaching all pupils to read.

A distinctive feature of the school is its attention to reflection and spirituality. Pupils learn to be curious and ambitious. They also learn to value humility, compassion and forgiveness. They know the difference between right and wrong and are supported to grow into responsible, caring citizens. Each pupil has a 'Nishkam passport' book, which operates like a 'handbook for life'. Pupils refer to this for guidance and use it to record reflections on their own personal development.

There is a shared sense of calm purpose that pervades lessons and other aspects of school life. This makes for a very effective and harmonious learning environment. In addition, the school has established a very constructive partnership with parents. Staff organise curriculum workshops and training that helps parents assist their children's learning at home.

The school identifies pupils with special educational needs and/or disabilities (SEND) swiftly. They do this early so that children get the support they need as soon as possible. This enables pupils with SEND to participate and achieve well across the curriculum.

The school has a rich offer of extra-curricular activities. This includes many clubs, such as wrestling, choir and chess, which provide for a wide range of interests. Numerous educational visits to galleries and museums are deliberately planned to support pupils' learning. In addition, residential trips in different year groups introduce pupils to experiences that build independence and resilience. Older pupils learn to manage responsibilities through prefect and other leadership roles.

The trust has a clear vision. It believes in nurturing individuals and expects all staff to model optimistic and caring behaviours, which they do. These high expectations, combined with effective oversight, have a very positive impact. School leaders and staff respond exceptionally well to the trust's ambition and are proud to work at the school. They feel supported, encouraged and empowered to do their jobs well. Their work drives continual school improvement.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in February 2020.

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	139274
Local authority	Wolverhampton
Inspection number	10378258
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	419
Appropriate authority	Board of trustees
Chair of trust	Mrs Sarah Evans
CEO of the trust	Dr Brinder Mahon
Headteacher	Mr Harmander Singh Dhanjal
Website	www.nishkamschooltrust.org
Dates of previous inspection	4 and 5 February 2020, under section 5 of the Education Act 2005

Information about this school

- The school provides before- and after-school clubs.
- The school does not use any alternative provision.
- Nishkam Primary School is a Sikh multi-faith school. The school's most recent section 48 inspection took place in July 2023.

Information about this inspection

- 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 inspector discussed the impact of the pandemic with the school and has taken that into account in the evaluation of the school.

- The inspector considered published performance data about the school. The inspector also examined several school documents. These included information about pupils' behaviour, attendance, the curriculum, extra-curricular activities, school improvement plans and documents published on the school's website.
- During the inspection, the inspector met with the headteacher, other leaders, school staff and pupils. The inspector also spoke with the chair and vice chair of the local governing body, the trust's director of education and the CEO.
- The inspector visited lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector talked with pupils, parents and staff to gather general information about school life. She took account of the responses to Ofsted's surveys of staff, pupils' and parents' views.
- The inspector observed pupils' behaviour in classrooms, at lunchtime, on the playground, at clubs, in assembly and at other times during the school day.

Inspection team

Diane Pye, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025