

Inspection of a good school: Falcons Primary School

George Hine House, Gipsy Lane, Leicester, Leicestershire LE5 0TA

Inspection dates:

2 and 3 February 2023

Outcome

Falcons Primary School continues to be a good school.

What is it like to attend this school?

Pupils say their school is 'brilliant' because everyone matters in this respectful community. Pupils are proud of the contribution they make to the running of their school. They feel listened to by adults. Pupils and parents alike appreciate the supportive and caring school staff.

Pupils enjoy visits to interesting places to enrich their learning. Pupils appreciate many opportunities to develop their interests in sport and arts. Pupils are proud to be part of important community events. They value different perspectives and beliefs and champion multiculturalism. Pupils want to serve their community and are responsible helpers. Younger pupils learn from older pupils and aim to follow their example.

Pupils are happy. They behave well and work hard. They enjoy receiving awards to celebrate personal achievements. They choose to follow school rules simply because they know what is right and wrong. They say that bullying rarely happens. They trust adults to help them resolve issues fairly.

Leaders' expectations are high. Pupils are keen to learn and achieve well in most subjects. They read a variety of books and discuss interesting questions about what they have read. They are confident to solve mathematical problems. Pupils learn from mistakes and improve.

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

All leaders and staff aim to give every pupil a good education. Leaders set clear expectations. There is a calm and purposeful environment in which learning can take place.

Leaders have identified the most important concepts that pupils need to know in all subjects. Curriculum leaders are knowledgeable and enthusiastic about the subjects they lead. They have completed important work to review and improve subject guidance. These improvements help pupils to know and remember more over time. However, curriculum leaders have not yet had training to accurately check how well their subject is implemented. They are not consistently helping colleagues to improve the delivery of the curriculum further.

Leaders make sure that reading is a curriculum priority. Teachers deliver phonics sessions well from the start of the Reception Year. Pupils read books that match their reading abilities. Teachers read to pupils every day. They explain the meaning of complex language that pupils encounter in books they study, including poetry, stories and non-fiction. However, there are some pupils across the school who struggle to read. They have not kept up with their peers. While these pupils receive extra help, they do not practise the missing knowledge they need to become confident readers.

In mathematics, teachers follow an ambitious and well-sequenced curriculum. Teachers have good subject knowledge. This enables them to spot pupils' errors or misconceptions quickly. Teachers use regular assessment checks. They quickly identify any mathematical knowledge that pupils need to revisit. They use resources well to help pupils use their knowledge to solve problems.

Leaders place high importance on building pupils' language and vocabulary. They ensure that pupils learn increasingly sophisticated vocabulary across all subjects. This helps the many pupils for whom English is an additional language. As a result, pupils' confidence to explain their understanding of what they learn and think increases as they move through the school.

Leaders and staff are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils with SEND access the same curriculum as other pupils. Teachers ensure that pupils receive appropriate and sensitive support.

Leaders ensure that children make a strong start in school. They ensure that children are safe and happy in the early years. Children settle in well and quickly learn the routines of school life. Staff help children to build on important learning through interesting activities, both in the classroom and outside. Every moment of the school day is used to extend pupils' language and learning. Leaders make sure that children learn the most important knowledge they need to know that will prepare them for Year 1 and beyond.

Leaders prioritise pupils' well-being and make sure the well-established, positive ethos of the school never waivers. Pupils are encouraged and guided to work through difficulties and show resilience to achieve ambitious goals. Pupils learn about important topics such as other faiths, tolerance and democracy. Pupils show deep respect for each other and adults alike. Every adult is mindful of being an excellent role model for the pupils.

Parents hold the school in high regard. Staff are proud to work here. There is a strong team ethos. Staff feel that leaders treat them fairly. They appreciate that trustees and

senior leaders consider their well-being and workload. They appreciate the training and opportunities they receive to develop within the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that pupils' well-being always comes first. Pupils learn how to stay safe, including when online. Pupils trust adults to listen and help them with any worries. They say they feel safe. Older pupils feel well equipped to make responsible choices.

Leaders provide regular training for staff. All staff know to pass on any concerns about pupils, no matter how small they may seem. Leaders ensure that safeguarding records are robust and actions are appropriate. Recruitment processes are thorough.

Leaders understand their community well. They work effectively with external agencies to secure help for pupils and families when required.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils at the early stages of reading do not always receive the precise support they need to catch up. This does not help them to learn to read as quickly and efficiently as they could. Leaders should ensure that pupils who need additional support to read receive precise support to enable them to become confident, fluent readers.
- New subject leaders are still developing some aspects of their leadership skills, particularly checking how well the curriculum is being implemented. As a result, they are not yet providing clear guidance on how to improve the delivery of the curriculum in some subjects. Leaders should ensure that all subject leaders have the skills and expertise they need so that they can lead their subjects and support teachers effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 in September 2017.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141011
Local authority	Leicester
Inspection number	10241715
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	313
Appropriate authority	Board of trustees
Chair of trust	Daljit Kaur
Headteacher	Jasbir Mann
Website	www.falconsprimary.org
Date of previous inspection	12 and 13 September 2017, under section 5 of the Education Act 2005

Information about this school

- The school is a free school that opened as a single-academy trust, Akaal Education Trust, in October 2014.
- The religious character of the school is Sikh. A section 48 inspection of the school's religious character took place in March 2022.
- The school does not use any alternative provision.
- The school runs a before- and after-school club.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher and other leaders. A meeting was held with members of the board of trustees, including the chair of the board.

- The inspector considered a range of documents, including school policies.
- The inspector carried out deep dives in reading, mathematics and history. This included meeting with subject leaders, visiting lessons and speaking with teachers and pupils. The inspector listened to pupils reading to adults, considered leaders' curriculum plans and scrutinised samples of pupils' work.
- The inspector also met with other subject leaders and looked at curriculum documentation and samples of pupils' work for some other subjects.
- The inspector met with groups of pupils. The inspector visited the lunch hall and playground.
- The single central record was scrutinised as part of the inspection of safeguarding. The inspector met with safeguarding leaders, spoke with a range of staff and pupils, and considered safeguarding records.
- The inspector spoke with parents at the end of the school day. She reviewed the pupil, staff and parental responses to Ofsted's online questionnaires.

Inspection team

Mandy Wilding, lead inspector

Ofsted Inspector

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