~Section 48School report

Falcons Primary School

George Hine House, Gipsy Lane, Leicestershire, LE 5 OTA

Inspection date 28.03.2022

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1

Religious Education and Sikh Studies	Outstanding	1
Collective Worship and Pupils' Moral, Social and Cultural Development (SMSC)	Outstanding	1
Leadership, Management and Governance	Outstanding	1

School context:

- The Falcons School was opened as an Academy Free School in October 2014 by the Akaal Education Trust. It started with 34 pupils and now has 318 pupils on register. It is a rapidly growing school and is now of an average size compared to schools of similar type.
- Falcons is a Sikh denomination school but has at least half of its places available for non-Sikh children. Currently there are 70% of pupils from the Sikh faith and others are from Muslim, Hindu, Christian and Buddhist faiths.
- Falcons is a Sikh faith school, but teaches all other major faiths represented in the UK. Religious Education is taught per Leicestershire 'Religious Literacy for All Agreed Syllabus for RE'. This meets the requirements of the inspection authority the Network of Sikh Organisations (NSO).
- The proportion of pupils supported through the pupil premium is broadly average.
- Almost all the pupils are from minority backgrounds and are learning English as an additional language. Most pupils are from the Indian background, and many are twice migrant having spent some years in Italy, Slovakia, Czech Republic, and other European countries.
- The school retained its Best Skills Quality Mark on 17 June 2021.

- The school teaches Punjabi as an additional language and harmonium and tabla are used to teach Indian music. Pupils also are taught gatka a Sikh martial sport.

- Ninety two percent pupils engaged in home learning during the Covid 19 period.

- The Head Teacher is the Strategic leader for RE and Collective Worship.

What does the school need to do to improve further?

- Embed the recently developed curriculum map showing Sikh Studies, religious education and British Values.

- Make spiritual, moral, social and cultural development more explicit in planning.

Religious Education and Sikh Studies Outstanding 1

- Religious Education (RE), Sikh Studies and Fundamental British Values are explicitly linked in the curriculum planning. This bespoke curriculum planning is extremely well implemented from Reception to Year 6. The curriculum is well planned and sequenced to ensure that pupils learn more and remember more. Many pupils can recite shabads, and know the important stories linked to the Sikh Gurus. Pupils linked the epidemic of smallpox at the time of the ninth Guru Harkrishan with the current pandemic of COVID-19 and explained how they can help others. Pupils can explain how they implement the three Golden Rules of Nam Japana, Kirat Karna and Vand Chakana in their daily lives.

- The school values and teachings of other religions such as Hinduism, Islam, Christianity and Buddhism are linked to the curriculum. Pupils talking about kindness explained that they value kindness and try to be kind to all, without any regard to colour, gender, disability or age, particularly kind to the lonely by spending time with them.

- The Staff have excellent understanding of all religions taught in the school. The school has staff from almost all religious backgrounds and they work collaboratively supporting each other as and when the need arises. This enriches pupils' learning extremely well.

- Pupils enjoy the subject because teachers are highly knowledgeable and have high expectations of pupils' learning. They explain the curriculum being taught and ask questions to assess understanding before they move on to the next part of the curriculum. As a result, for example, pupil know and write about what they should do before entering the gurdwara or any other religious place of worship.

- Visits to places of worship such as a gurdwara, mandir, mosque or church further improves their learning in the curriculum. Most older pupils can name the leaders of religions, names of places of worship and holy scriptures of all religions.

- Displays of pupils' work around the school, their class and school tapestries further encourage pupils to work hard and take pride in their learning.

- Assessments are rigorous and clearly show the progress made in the curriculum of RE, Sikh Studies and British Values. The school is planning to explicitly link spiritual, moral, social and cultural (SMSC) development of pupils in the planning.

- Teaching of Punjabi, harmonium, tabla and gatka have strong links with RE and are extremely well used to extend pupils' learning in the areas of music, sport and language.

The quality of Collective Worship and the development of pupils' spiritual, social, moral and cultural development Outstanding 1

- The collective Worship (CW) plays a central role in the life of the school. It highly promotes the Sikh ethos and the school values. This provides an excellent opportunity to discuss the thought (value) of the week. Discussing the value of kindness, pupils understood the message 'that people who are kind are the richest as they are giving kindness away, something that can never be taken away or stolen'. Pupils' answers such as 'give someone a smile', 'think of others first', 'talk to lonely people' shows their understanding and how to put these qualities to practice in their lives.

- Pupils are given opportunities in the daily assemblies to discuss issues such as equality of all human beings, giving explanations from the Guru Granth Sahib, the Sikh scripture, that each and every human being has a divine light, and no one is high or low and all have the right to be treated equally. This highly promotes pupils' SMSC development and understanding of British Values.

- The school promotes pupils' spiritual, moral, social and cultural (SMSC) exceptionally well. Pupils show reverence when they walk into the hall for prayers, sit quietly and listen attentively. They have an excellent understanding of British values and relate these to their school life such as in democratic elections for the school council. They behave extremely well; they know and implement the school behaviour policy. They respect people of all religions found within their school. They are well aware of their rights and responsibilities. They know the very basic teaching of Sikhism of equality for all, and respect is based on the rights of every individual.

- Pupils are proud of the Sikh ethos, and they feel safe and well cared. The Wellbeing Ambassadors support pupils who need friends or are feeling vulnerable. Friendship benches are monitored by the Ambassadors. Pupils received remote counselling during COVID-19. Nurture groups for pupils who have experienced bereavement, difficult home situations or have been impacted by lockdown are established and resources are bought to support pupils. 'Feeling' Questionnaires are given to pupils and feedback is monitored and next steps are identified.

- Parents are consulted for the teaching of RSE and there is no conflict between Sikhism and RSE guidance. Staff are trained and age -appropriate planning supports pupils extremely well. All stakeholders are happy with the commercial scheme used for teaching.

- Pupils raise funds for a wide range of charities such as the current charity 'School in a Bag'. Each bag costs £20 and is filled with educational resources. Pupils learnt about young people overseas who cannot access schooling. Pupils have raised funds for 35 bags for the

charity collecting £692 so far. The school identifies a main charity for the year and supports other charities as well.

- Pupils are given excellent opportunities to celebrate religious and non-religious festivals. Pupils took part in celebrating Sikh festivals such as the birthday of Guru Nanak, martyrdom of Guru Arjan Sahib, Bandi Chhore Diwas, Vaisakhi and non -Sikh festivals such as Diwali, Christmas, and Eid. Pupils also celebrate secular commemorations such as Remembrance Day.

- Pupils of all religious backgrounds learn and play collaboratively in the wide range of after school clubs such as learning Punjabi, kirtan, football, cooking, gardening, gatka, tae kwon do and harmonium clubs.

Leadership and management Outstanding 1

- The Head Teacher provides outstanding leadership with the support from all members of staff. All teachers teach RE and Sikh Studies. The Sikh Chaplain who is very knowledgeable about the Sikh religion and provides excellent support to all staff. They all are committed to ensure that pupils practice the teachings of the Sikh faith.

- The school has made excellent progress from the previous inspection and has increased its book resources and implemented a new curriculum planning that explicitly identifies RE, Sikh Studies and British Values. Now the school plans to embed this. The leaders also have planned to explicitly identify the links with SMSC.

- The curriculum planning supports staff to maintain continuity and progression in pupils' learning because the planning for all year groups is well sequenced, ensuring pupils learn more and remember more.

- The Wellbeing and Relationship and Sex Education (RSE) leader works very closely with the senior leadership team to plan the curriculum.

- Appropriate links are very well established with art, sport, music, and teaching of Punjabi

- Parents are highly appreciative of the school's work as they are closely involved in the curriculum planning, discussion regarding RSE, and mental health work. They appreciate 'the 5 Ways to Wellbeing through connect, be active, keep learning, take notice and give time' to have a positive impact on mental health. Parents are invited to a range of celebrations and support the school in all its efforts. The school is a very strong cohesive community that has a range of religious and ethnic backgrounds.

- The Governors have a clear understanding of the school's strengths in relation to RE, Sikh Studies, British Values, RSE and mental health well-being and provide a clear vision based on Sikh values. They are highly ambitious and want pupils to reach the highest possible standards. They support and challenge the school extremely well.

- Pupils are hugely proud of their school and appreciate the Sikh ethos. This is demonstrated through their impeccable behaviour and respectful attitudes to all adults, and other pupils.

Reporting Inspector:

Lady Kanwaljit Kaur-Singh OBE

Deputy Director Network of Sikh Organisations (NSO)

Network of Sikh Organisations Statutory Inspection of Sikh Schools Report

This inspection of the school was carried out under section 48 of the Education Act 2005 and guidance from the Guru Granth Sahib and the Sikh Rehat Maryada.

School details

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	318
Appropriate authority	Board of Trustees
Chair	Inderjit Singh
Headteacher	Jasbir Mann
Date of previous school inspection	28.02.2017
Telephone number	0116 451 0050
Fax number	N/A
Website	www.falconsprimary.org
Email address	office@falconsprimary.org
Date of previous inspection	28/02.2017