



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR AVANTI HOUSE PRIMARY SCHOOL

<b>Name of School:</b>	Avanti House Primary School
<b>Headteacher/Principal:</b>	Lalita Joshi
<b>Hub:</b>	Chrysalis Hub
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	Avanti Schools Trust

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	N/A
<b>Date of this Review:</b>	22/03/2023
<b>Overall Estimate at last QA Review</b>	Leading
<b>Date of last QA Review</b>	29/11/2021
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	04/12/2019



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#### Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agree that evidence indicates these areas are evaluated as follows:

**Leadership at all levels** Not applicable

**Quality of provision and outcomes** Not applicable

#### AND

**Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs**

**Area of excellence** Our approach to pupil leadership and character development -Accredited

**Previously accredited valid areas of excellence** Not applicable

**Overall peer evaluation estimate** Not applicable

***The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.***

## 1. Context and character of the school

Avanti House Primary School is a two form-entry Hindu primary school in the London borough of Harrow. It serves pupils from Reception to Year 6. Many pupils travel some distance to attend the school. Pupils' attendance is very good. The school has a staggered start and end to the school day to cater for parents driving to drop off pupils in the school grounds. Pupils can be dropped off from 7:30am and all year groups finish by 2:50pm.

The principal and assistant principals have been at the school for several years although not in their current roles. The principal is in her third year in her role while the assistant principals started in their positions within the last 15 months.

Most pupils are of the Hindu faith with 88% of pupils speaking English as an additional language (EAL). There are very few disadvantaged pupils at the school and only about 6% of pupils with special educational needs and/or disabilities (SEND).

### 2.1 Leadership at all levels - What went well

- Leaders ensure there is an impressive act of worship for the whole school together at least twice a week. Pupils delight in worshipping together, singing and playing instruments. The event is a pleasure and a privilege to witness for anyone lucky enough to do so.
- Adults exemplify the ethos of the school in their attitudes. The care for their spirituality ensures their well-being is a priority alongside that of the pupils. Leaders strive for excellence in themselves and others. The impact is that they always seek to improve and to find ways of offering pupils every opportunity to succeed.
- Leadership is shared between leaders of all levels, encouraging more junior members of staff to play their part in reviewing practice. Middle leaders take responsibility for reviewing relevant sections of the current priority action plan. Senior leaders carry out much of their monitoring through learning walks which give them the opportunity to see the school without staff knowing that monitoring is taking place. Leaders with responsibility for subjects plan their next steps strategically and always look for opportunities to learn from others. Effective mentoring is offered to less experienced staff and leaders so they can grow in their careers.

- All classroom staff take part in training, often together. There has been specific training recently in how to support pupils with autistic spectrum disorder (ASD) so that staff can help relevant pupils to learn alongside their peers. The impact is that pupils with ASD receive a consistent approach to their learning from all staff.
- Senior leaders ensure that pupils learn about key messages from the Hindu faith alongside British values. Pupils understand the importance of developing their characters to give them a sense of belonging to the school and their faith. Character development is specifically taught and modelled by staff. Pupils demonstrate a passion and enthusiasm for this aspect of study which impacts on all areas of the curriculum.
- Pupil leadership roles are treated seriously. Ambassadors (pupils) champion their subjects and impact change by feeding back to other pupils why their learning messages are important and by telling teachers how they could improve learning opportunities even more.
- Leaders, parents, staff, and pupils describe the school as 'a family', which is certainly evident to those who have the opportunity to visit.

## **2.2 Leadership at all levels - Even better if...**

... the School Stakeholder Committee challenged leaders as much as they support them, to satisfy themselves that pupils are receiving the best possible opportunities in life.

## **3.1 Quality of provision and outcomes - What went well**

- Pupils behaviour and attitudes to learning are exemplary in almost all lessons and around school. They behave their best when taught by their regular class teachers. Pupils demonstrate a calm attitude most of the time, focussing on their learning. Generally, they focus on their learning, take pride in the presentation of their work, and demonstrate character traits that leaders take pride in developing. This was clear in a Year 3 design technology lesson where pupils showed their curiosity and collaboration whilst making pneumatic models. According to pupils, teachers make their learning fun, stand-out, and meaningful.
- Teachers instruct pupils to use their talk partners frequently, enabling all pupils, especially those with EAL, the opportunity to try out their spoken

language before answering questions in front of the class. In Year 1, pupils practised using their phonics combined with conjunctions before speaking out loud with confidence. Teachers and support staff model how to use high-quality vocabulary and then expect pupils to use it in context. Pupils rarely disappoint! Pupils enjoy their reading and can readily talk about favourite authors and books.

- Clear routines are established so that pupils are comfortable with what to expect and no learning time is lost. As a result of leaders' focus, pupils transition between activities, keen to get back to their work.
- Leaders ensure they champion the school's diversity and pupils recognise the importance of this. Cultural capital is built to benefit all pupils so they can understand the context of their learning in science and in the humanities. Pupils respect how hard the staff work and, one boy with EAL explained that they are 'immersed in learning'.
- Children in the early years start to learn Sanskrit and Spanish so that they can develop their language skills considerably by the end of Key Stage 2. These subjects are taught by specialists so that pupils receive the highest quality teaching. Pupils have ample opportunity to learn musical instruments. They all learn in class, but many also have individual lessons in drums, guitar, and clarinet. They express how music helps their emotions. One boy said, 'When I play piano, I feel calm, and it clears my mind.'
- Pupils are aware of current affairs internationally and are encouraged to express their interests. Recently, pupils asked if they could raise funds to help people in Turkey and Syria following the earthquake. As expected, their voice was heard, and staff respected their wishes.
- Working walls reflect current learning so that pupils can use their content to consolidate learning. In the corridors, work is celebrated across a range of subjects.
- Pupils are challenged in lessons. Teachers use taxing questions that require often complex and detailed answers. Vocabulary enhancement is key to the school's academic success. In Year 5, pupils were asked why, in a text, the sky '...is described as a vault?' Staff use vocabulary that demonstrates strong subject knowledge and encourages debate amongst pupils, with support staff modelling and echoing language to assist pupils with additional needs to take part alongside their peers. Teachers challenge misconceptions swiftly so that they do not affect future learning. Pupils can recall prior learning demonstrating true understanding.

### **3.2 Quality of provision and outcomes - Even better if...**

- ... staff were mindful of quiet pupils who may need adult intervention to access the learning fully.
- ... staff were given opportunities to improve and embed their disciplinary knowledge, where needed.

### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- The needs of pupils at Avanti House have become more complex in the last year. This has led to enhanced staff training being required to ensure all pupils can access the learning on offer.
- Teachers tailor classwork to enable pupils with SEND to join in with their peers whenever possible, in the best examples. Concrete apparatus is used to give learning a visual context when it is needed, especially in mathematics. This enables pupils with significant learning needs to develop their skills.
- Additional adults make a clear contribution to pupils' successes in the classroom. They can adapt resources and tasks for pupils with high-level needs without having to consult the class teacher. This includes using sound buttons in phonics, Compare Bears for counting and making the seating area suit the individual. Learning support assistants use pre-teaching effectively, to enhance the impact of lessons and school trips. They also model learning behaviours and how to work with others.
- Many teachers use questioning well so that pupils with additional needs can work on the same basic skills as the rest of the class. Pupils with SEND are encouraged to greet visitors politely and show them around the school. This boosts their confidence and self-esteem.
- The inclusion leader works well with external agencies, making sure she has access to the best possible resources and advice for the pupils who fall under her remit. For pupils with global learning disabilities, there are bespoke activities to develop life skills and independence. For example, a pupil is helped to catch the bus to visit the high street, which requires communication and using money.
- Disadvantaged pupils work alongside classmates and produce work of the same standard. To help them to achieve well, there is counselling available.

Parents of disadvantaged pupils are supported with managing the costs of uniform, extra-curricular activities, and school trips.

#### **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

... tasks were adapted better in all lessons for pupils with EAL and/or SEND (but without an education, health and care plan) so that they can work independently on the same learning objectives as their peers.

### **5. Area of Excellence**

Our approach to pupil leadership and character development.

#### **Accredited**

##### **5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?**

Character development and pupil leadership are a vital part of the journey at Avanti House Primary. All staff are committed to providing a holistic offer to pupils and nurturing them in all areas of the curriculum – the school vision is to make the world a better place. The six Avanti values and British Values are fully embedded in all school areas and are confidently articulated by pupils. Staff aim to live and breathe the school vision and have a real passion for developing pupils' character. Pupils' character is developed in an exemplary way with the support of the Jubilee Centre for Character and Virtues. Teachers are trained in character development to be 'caught, sought and taught'.

Pupil voice is a key component in how the school operates. Leaders at all levels create avenues for all pupils to share their opinions. There is a clear pupil leadership matrix which allows a wide range of pupils in all year groups, especially Key Stage 2, to take on leadership responsibilities within their own classroom and school-wide. Pupils are encouraged to apply for leadership roles in line with their interests such as 'subject ambassadors', eco-warriors, school council, head, and deputy head pupils.

For example, pupils lead assemblies, deliver pupil conferencing, and initiate new ideas to raise the profile of their 'favourite' subject.

To promote character development leaders also provide a consistent collective worship/ assemblies programme, embedding core principles from the Avanti Way with clear links to PSHE and SMSC. This is followed up in class through worship and reflection time. Pupils have opportunities for spiritual nourishment through the curriculum and optional spiritual Kirtan club. Pupils are encouraged to share this within the school and local community. The PRE (philosophy, religion and ethics) curriculum is carefully designed to give students an opportunity to discuss and debate 'big questions' in life such as 'Why do bad things happen to good people?', vegetarianism, religion and more. Pupils engage in sensitive topics in a considerate and respectful way. The curriculum is planned to incorporate opportunities for pupils to develop their confidence, character, and self-esteem. Yoga, PSHE, science and PE lessons give pupils the opportunity to discuss the importance of both physical and mental health. This is further enhanced by providing opportunities to celebrate national events, such as World Mental Health Day, and International Day of Yoga.

Leaders will ensure the school remains at the forefront of excellence in this area because it has become such an integral part of the school culture. They are now beginning to share this excellent work with other schools which is enabling them to ensure they are continuously improving their approach.

## **5.2 What evidence is there of the impact on pupils' outcomes?**

Pupils' behaviour and attitudes to learning are exemplary. Their confidence in public speaking and self-esteem, which have a wider impact on their overall academic achievement, are drastically improved and evident throughout the school day. Pupils come forward with confidence to share their ideas in assembly presentations, for example. Pupils' abilities to express their thoughts, feelings and views to adults and peers are improved significantly. All pupils, including those with SEND, demonstrate a willingness to lead whole-school initiatives.

There have been no exclusions this academic year and very few incidents of bullying. Attendance is very high because pupils want to come to school. Pupils demonstrate an ability to make their own decisions and solve issues between themselves such that very few problems require adult intervention.



### **5.3 What is the name, job title and email address of the staff lead in this area?**

Lalita Joshi and Harshah Parmar, Principal, Assistant Principal,  
Lalita.joshi@avanti.org.uk

### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report



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(<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)