



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR AVANTI HOUSE PRIMARY SCHOOL

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

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	29/11/21
Overall Estimate at last QA Review	NA
Date of last QA Review	NA
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	4/12/2019



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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 Leading

Quality of provision and outcomes Leading

AND

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

Area of excellence NA

**Previously accredited valid areas
of excellence** NA

Overall peer evaluation estimate Leading

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 is a Hindu school, located in Stanmore, near Harrow, and is one of eleven schools in the Avanti Schools Trust. The trust established the first Hindu school to be recognised by the DfE in 2009. Whilst drawn from the Vaishnavist tradition of the Hindu faith, the school is fully inclusive, with no faith-based admissions criteria.

A key aim of the school is to be eco-friendly. The building is equipped with a range of environmentally friendly technologies, and leaders aim to ensure eco values permeate school life. Only vegetarian food is provided, and pupils have access to yoga sessions and lessons in mindfulness.

Almost all pupils are of Asian heritage and speak English as an additional language. The proportion of pupils with additional needs is below average, and there are very few disadvantaged pupils.

The school building includes spacious classrooms, a multi-purpose hall, a yoga/meditation room, a library, and specialist rooms for computing and design technology. Outdoors, there is plenty of space for learning, sports, and recreation, including wooded areas and a sensory garden.

2.1 Leadership at all levels - What went well

- The principal and assistant principal provide excellent leadership. They are ably supported by a strong and determined senior leadership team with considerable expertise and an unswerving enthusiasm. Leaders have created an exemplary culture of learning and have established a welcoming and purposeful environment that enables adults and children to thrive. The 'high challenge, low threat' ethos benefits staff and leaders at all levels in their drive for continuous improvement.
- The school's core values, educational excellence, character development and spiritual insight, are evident at every turn and in the 'joyful, meaningful relationships between teachers and pupils' that are successfully championed by leaders.
- The way pupils, from the youngest to the oldest, articulate core values is remarkable. After studying Sikhism, for example, a Year 2 pupil wrote, '...a common theme is we both celebrate light', and, commenting on the spiritual aspect of his learning, wrote, 'We learnt that good overcomes evil and that light is pure and guides you to do the right thing'.

- Middle leadership is very strong. The well-established phase and subject coordinators have considerable expertise and successfully drive improvements. The more recently appointed subject leaders champion their subjects with enthusiasm and determination. They have a clear idea of what they want to improve. The humanities leader, for example, knows that she wants to develop systems for setting out key knowledge using knowledge organisers, and assessing pupils' progress using quizzes.
- In line with the school's commitment to individual involvement in 'making the world a better place', self-evaluation involves leaders, teachers, support staff, parents, and pupils. This leads to a shared understanding of key priorities. Representatives of each group attend 'town hall' sessions at the end of each term. At their suggestion, parents now receive termly reports on their children's progress, and the opportunity to look at children's books at home before consultation evenings. Subject ambassadors were appointed at the request of pupils, and now work alongside subject leaders in monitoring and assuring the quality of pupils' experience across the curriculum.
- The school's coaching programme, which involves all staff, is supporting the drive to continually refine classroom pedagogy. Any innovations are introduced after considerable research; for example, as a result of training with the Jubilee Centre for Character and Virtues¹, together with their own research, leaders developed a comprehensive approach to character formation.
- Pupils' personal, social, and health education is a central feature of the curriculum and permeates school life. Displays of pupils' mature responses are rich and engaging. They include high quality work on COP26, independently led by pupils, which features persuasive letters and posters. Pupils' moving written responses to Remembrance Day are testament to their sensitive, thoughtful, and caring attitudes. The mental health and wellbeing of pupils is prioritised, and they benefit from being able to share their worries and feelings in a safe and nurturing environment.
- Pupils insightfully described the Avanti values as being 'adapted from British values.' There are many opportunities for pupils to consider how they are developing as people, for example, through writing comments in 'reflection books' following assemblies. The Bhakti tree in each class provides pupils with opportunity to add a leaf where they have acted kindly and/or altruistically in pursuit of the Avanti Values, a flower if they have observed another doing so, or a fruit where they have been engaged in spiritual service.

¹ The Centre for Character and Virtues is part of The University of Birmingham.

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

... subject leaders new to their roles built on the excellent work of their more experienced colleagues, to develop a more strategic approach to reviewing their subjects and evaluating its impact on outcomes for pupils.

3.1 Quality of provision and outcomes - What went well

- As children enter Reception, most speak Hindi or Gujarati at home, and many have little or no English. They make extremely rapid progress in communicating in English and, by the end of Reception, the proportion reaching a good level of development across the board is well above average. This progress continues apace, so by the end of Key Stage 2, outcomes in reading, writing, mathematics, spelling, punctuation, and grammar are typically well above average. Pupils' exceptional progress through the school is not at the expense of their personal development. On the contrary, they fulfil the school's ambition to empower pupils to become potential agents of change.
- The purposeful atmosphere in Reception is underpinned by warm relationships and a sense of mutual respect. The learning environment reflects the children's interests, which results in high levels of engagement. All adults have clear and high expectations. The online program Tapestry is used to share learning with parents and for immediate home/school communication. Parents enjoy using it to mimic learning at home, particularly in phonics. Staff ensure children who need additional help are quickly spotted, and work in partnership with parents to provide immediate support.
- Across both key stages, skilled teaching, underpinned by an engaging and challenging curriculum, means pupils are highly motivated. Teachers and support staff ensure pupils are clear about what they are meant to learn and make frequent reference to character virtues.
- Pupils respond eagerly to the purposeful and challenging learning environment that teachers create in their classrooms. Prompts for learning abound. In a Year 6 classroom, for example, displays highlight the sequence of learning in various subjects, along with the associated success criteria. Sets of cards, with statements such as, 'Recording data with increasing complexity', drawn directly from the science programme, contribute to pupils' secure understanding of their next steps.

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- Language development is a core aspect of teaching and learning throughout the school. Almost a hundred percent of pupils meet the expected standard in the Year 1 phonic checks. Pupils build exceptionally well on this secure start. They read and write with increasing fluency as they move through the school. Pupils are keen to share their ideas with their talking partners and are very enthusiastic about learning new words. By Year 5, pupils typically write with creative flair. Among many similar examples, one pupil used personification effectively, writing, 'The peaceful, still waters of the Sarayu river flowed endlessly through Ajodhya, admiring the joyous sight of the buildings...The trees danced in the wind and shed their golden, bright leaves to make a path for Lord Rama and Sita.'
- Pupils develop a high degree of mathematical fluency, and staff increasingly challenge them to deepen their understanding. Teachers consciously plan how to teach mathematical language in lessons. 'Talk it/solve it' tasks feature in all lessons. Deliberately inaccurate slides prompt mathematical discussions and unpick misconceptions. Investigations enthuse learners to contextualise mathematics learning and are successfully encouraging pupils to see mathematics as a more open ended and exciting subject.
- Children are enthusiastic about their learning in the foundation subjects, and quality work is evident across the curriculum, with art and computing being particular strengths.
- The success of the focus on subject specific vocabulary is apparent, not least, in the sophisticated language and figures of speech used by the older pupils. Discussing his written work, one boy remarked, '...I use the literary devices from my reading when I'm writing.' Pupils' grasp of vocabulary in art, DT, computing, and humanities is also impressive.

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

- ... teachers consistently deployed the skilled teaching assistants to maximise learning time
- ... leaders ensured a more consistent approach to improving pupils' spelling and grammar when writing independently.

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

- Provision for disadvantaged pupils and those with additional needs is managed well. Although, in both respects, the proportion of pupils is relatively small, leaders identify those needing support for whom additional funding is not provided and make every effort to meet their needs.

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- All staff willingly share responsibility for supporting pupils with additional needs, reflecting the commitment to inclusion that permeates the school. Teachers routinely modify their approach and scaffold learning during day-to-day lessons, but bespoke support is provided where appropriate. Pupils are encouraged to use their independent learning skills. They spoke confidently about how they could support themselves if they were unsure what to do, mentioning learning walls, displays, VCOP pyramids, asking a partner, and looking at previous work. They said if that doesn't work, they ask an adult.
- Pupils said that they enjoyed activities such as the 'Shapes of Tomorrow Club', where you 'think about things with your brain.' This club, led by a CAMHS specialist, focuses on building self-esteem, resilience and sharing emotions. Pupils also enjoy drama, led by a specialist teacher, where they record videos, recite poems, play games, and explore emotions through literacy. The school's meticulous tracking indicates that pupils with additional needs make good or better progress towards their individual targets.
- Leaders ensure disadvantaged pupils have the same access to enrichment activities as their classmates. They sustain close contact with parents and keep a close eye on pupils' achievements. Pupils typically reach their potential, with a third of current pupils working at a greater depth.

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

... the trust's assessment and recording system was adapted to enable the progress of pupils with additional needs to be monitored and analysed more efficiently.

5. Area of Excellence

Not Applicable

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Leaders would like opportunities to share and extend their expertise in promoting pupils' character development and spiritual insight.



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This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

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 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.