



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR AVANTI HOUSE PRIMARY SCHOOL

Name of School:	Avanti House Primary School
Principal:	Lalita Joshi
Hub:	Chrysalis Hub
School phase:	Primary
MAT:	Avanti Schools Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	22/01/2024
Overall Estimate at last QA Review:	Not applicable
Date of last QA Review:	22/03/2023
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	05/12/2019



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR AVANTI HOUSE PRIMARY SCHOOL

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 Not offered at this review

**Previously accredited valid areas
of excellence** Our approach to pupil leadership and
character development – 22/03/2023

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 School (AHPS) is a Hindu faith school, located near Harrow, one of 11 schools in the Avanti Schools Trust. It is a two form entry school serving 421 pupils from Reception to Year 6. Girls slightly outnumber boys. Almost all pupils are from ethnic minority backgrounds, almost all of whom have Indian heritage. Most pupils speak English as an additional language (EAL) and the proportion is increasing. There are very few disadvantaged pupils. The proportion of pupils with special educational needs and/or disabilities (SEND) and those requiring education, health and care plans (EHCPs) is below the national average but is growing.

The school is oversubscribed. Many pupils travel some distance to attend the school. AHPS welcomes pupils from all faiths and none.

AHPS continues to extend the wide range of extracurricular enrichment activities. There are usually about 14 clubs on offer, including various sports, music, languages, drama chess and coding.

AHPS has achieved a variety of accolades, including the RE Gold Award (2020), the Science Primary Science Quality Mark, GILT Award (2021), Artsmark Gold Award (2023) and the Healthy Schools London Award.

AHPS strives to develop educational excellence, character formation and spiritual insight for all.

2.1 Leadership at all levels - What went well

- Leaders clearly model and share their vision and high expectations for their school. There is no doubt that AHPS feels entirely like a faith school. The leadership team is cohesive, vibrant and supportive.
- Senior leaders have thoughtfully addressed and made significant progress towards addressing the EBIs from the previous quality assurance review.
- Leaders at all levels take numerous opportunities to influence and improve practice and outcomes beyond AHPS. Leaders provide support, share best practice and develop new practice in other Trust schools. For example, the SENCO has supported the new to post SENCO in another London Avanti school, with practical approaches to SEND, the EHCP process and supporting family engagement.

**REVIEW REPORT FOR
AVANTI HOUSE PRIMARY
SCHOOL**

- The Principal networks and shares practice in Trust principal meetings and in local cluster headteacher meetings. The English lead has used the Avanti Institute website to share best practice more widely, within Harrow and beyond. The assistant headteacher provided support to a local school, on their successful journey to become a good school from a challenging starting point.
- Leaders ensure that the curriculum prepares pupils academically, practically and spiritually, so that they make significant contributions to life outside of school and are extremely well prepared for the next stage of their education.
- Support and development for middle leaders is highly effective. Extended leadership meetings include middle leaders, discussing monitoring, guiding them to manage their time, to monitor and develop their subjects. Subject leaders benefit from excellent coaching and shadowing. They conduct annual 'deep dives,' and use data, including pupil voice, books and lesson visits to ensure exemplary outcomes. Subject leaders join relevant networks, using continuing professional development (CPD) and resources from the Trust and beyond, including the Harrow Learning Hub. CPD is thoughtfully planned and utilised by leaders at all levels.
- Leaders have developed clear and highly effective phonics and reading practice, including introducing Curriculum with Unity Schools Partnership (CUSP) reading. Parents join 'Come read with me' sessions, continually raising reading profile. Leaders responded to pupil voice requests for more non-fiction books. Year 6 pupils read with early years 'buddies.' Pupil English ambassadors visit classrooms. The Principal rewards great work with reading to pupils accompanied by hot chocolate!
- Wellbeing is strong and personalised. Alongside clear roles and responsibilities with exemplary support, additional activities include, after school art sessions, yoga and Sanga groups, where staff meet, discuss ideas and connect.
- Pupils improve the school with great ideas and significant involvement in their execution. Changes include playground construction, improving food, introducing Diversity Week, calming sessions in the nurture shed and First Aid training for Upper Key Stage 2 pupils.
- Personal development is exemplary. Pupils look forward to the Year 5 and 6 residential visits. A pupil commented, 'The Sanga group at the residential was a great experience with my peers, as I got to know them better.'

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

... No EBI was identified.

3.1 Quality of provision and outcomes - What went well

- Clear routines and structures, and positive pupil attitudes, result in a healthy and highly effective climate for learning, within and beyond lessons. Teachers balance strong relationships based on mutual respect and humour, together with high expectations. Pupils take great pride in their work as consistently seen in lessons and books. Engagement and progress is maximised through the implementation of 'The Avanti Teacher Habits' across the school. Behaviour for learning and conduct is exemplary.
- Phonics sessions, with consistent routines, delivered by teaching staff with excellent subject knowledge, result in very strong progress in phonics. Activities for pupils with SEND are linked to the sound of the day.
- Teachers are free to take risks to stimulate and encourage learning. In a year 2 history lesson, about the Great Fire of London, pupils worked with high excitement, in groups, developing and sharing ideas and information on post-it notes.
- Pupils articulate their knowledge effectively. Key vocabulary is taught clearly and explicitly so that pupils know more and remember more. Teachers focus consistently on understanding the meaning of new vocabulary.
- Pupils love reading. There take many opportunities for reading – story time, borrowing from libraries, buddy reading and guided reading. Pupils relish discussing books they are reading, speaking positively about reading.
- Teachers have a clear understanding of how pupils learn. Teachers use modelling well across curriculum subjects. For example, in reading, teachers model reading aloud and use echo reading techniques. Pupils use sentence stems in model answers. In a Year 6 English lesson, the teacher used models as examples to inspire creativity in writing and find ways to capture the reader's attention.
- Teachers use questioning thoughtfully and effectively, to assess learning and to develop higher level reasoning and clear explanations.
- Teachers use strong formative assessment practices in a variety of ways, including effective scanning of whiteboards, mini-plenaries to address misconceptions, re-grouping pupils as necessary and dividing learning into small steps.

**REVIEW REPORT FOR
AVANTI HOUSE PRIMARY
SCHOOL**

- Children enter the early years foundation stage (EYFS) in some cases new to English, while most speak English as an additional language. Due to exemplary provision most children achieve a good level of development. This is a consistent pattern. Almost all pupils achieve the required standard in the Phonics Screening Check. At the end of Key Stage 2, progress is especially strong in mathematics and reading.
- Book looks, in core and some foundation subjects, show that pupils take pride in their work and produce extended writing where appropriate, with clear progression, building knowledge and skills.
- Pupils have high aspirations for their future and are aware how their primary education supports them with this. For example a pupil remarked, 'I want to be a forensic psychologist; subjects like science and maths will help me to achieve this.'
- Pupils are extremely proud to be part of the school community. They said, 'Our faith makes us special.'

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

... teachers considered enabling relevant groups of pupils to start the lesson independently to optimise learning time.

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

- The small proportion of disadvantaged pupils thrive in attainment and progress. They benefit from creative, constructive and aspirational support from leaders at all levels to ensure equality and participation in the curriculum and extracurricular activities.
- At AHPS the complexity of pupil need has increased since Covid, with additional needs mostly linked to communication and language and SEMH needs. Currently and unusually for the school, there are ten children with SEND in Reception, including two children with EHCPs. The SENCO is working with the Harrow Early Years team and is in contact with other SENCOs. She is making more visits to nurseries that feed AHPS and with families before children start school, supporting early years settings and families with good practice and navigating the EHCP process.

**REVIEW REPORT FOR
AVANTI HOUSE PRIMARY
SCHOOL**

- Pupils with SEND are well supported in an inclusive environment, accessing learning through the use of tailored resources, for example, high quality visual resources, adapted tasks and with well deployed learning support assistants (LSAs).
- Teachers are confident in identifying gaps in knowledge, and support pupils to enable them to make progress in their learning and celebrate their success.
- LSAs benefit from bespoke CPD and the maximising the impact of teaching assistants (MITA) initiative, to develop their pedagogy and subject knowledge. They support an inclusive environment. LSAs are developing relevant expertise, including emotional literacy support assistants (ELSA), speech and language and occupational therapy.
- The SENCO coordinates practical support for families alongside support to develop understanding and acceptance of their child's abilities and learning needs. Coffee mornings and well-chosen training builds family knowledge and networks to support each other.
- Pupils with SEND make strong academic progress from their starting points and develop their social skills and community presence.

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

... leaders considered how they show holistic progress, to celebrate it and learn more from it.

5. Area of Excellence

Not applicable

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.



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR AVANTI HOUSE PRIMARY SCHOOL

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