



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR AVANTI HOUSE PRIMARY SCHOOL

wqexz

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:	13/01/2025
Overall Estimate at last QA Review	Leading
Date of last QA Review	22/01/2024
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	04/12/2019

Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.

1. Context and character of the school

Avanti House Primary School is a two-form entry primary school, one of twelve schools within the Avanti Schools Trust. It is located in Stanmore, within the London borough of Harrow; however, many pupils travel some distance to attend the school. The school has a staggered start and end to the day to enable parents to drop off and pick up pupils within the school grounds.

The majority of pupils are of Asian ethnicity and of Hindu faith, with 85% of pupils speaking English as an additional language which is well above national averages. There are very few disadvantaged pupils at the school and 5% of pupils have special educational needs and/or disabilities (SEND) which is well below national averages. There is an increasing number of pupils with education, health and care plans (EHCPs) who have high needs with the current percentage higher than national averages.

The school follows the Avanti Way, using the 'tree of life' to frame its vision for education: 'to inspire spiritually compassionate changemakers'. The school's approach to pupil leadership and character development has been accredited previously as an area of excellence.

2.1 Leadership at all levels - What went well

- The 'Avanti Way' vision is at the very heart of the school; leaders work well together to create a strong sense of community. Beliefs and virtues are embedded in the day-to-day life of the school. Staff set out the expectations and pupils demonstrate the virtues of self-discipline, respect, empathy, integrity, courage and gratitude through their learning and interaction with others. As pupils said, 'Avanti Primary is special because we learn why it's important to be spiritually compassionate and care about others. Everyone has something special to contribute'.
- The well-being of both staff and pupils is a high priority. Leaders listen to staff and adjust deadlines, if appropriate. To reduce workload, a new approach of 'in the moment' marking has been introduced. Building pupils' character is a priority so that they become well-rounded citizens and learn to contribute to the world in which they live. Pupils raise money for various charities and contribute to the local community, for example in baking biscuits for residents in the local nursing home.

**REVIEW REPORT FOR
AVANTI HOUSE PRIMARY
SCHOOL**

- Leaders work closely with other schools within the trust to provide support, share best practice and develop new ideas. The Avanti teacher toolkit supports the development of teachers' pedagogy, providing training with a particular focus. Through follow up with drop in sessions leaders monitor the impact. Leaders work closely with the school stakeholder committee who are both supportive and challenging; they value opportunities to gather evidence and ask insightful questions.
- Middle leaders have the opportunity to shadow more experienced leaders. Subject leaders complete termly monitoring alongside senior leaders against key school priorities to identify strengths and next steps. They can also network within the trust and share good practice. For example, this has resulted in the development of sketchbooks in art.
- There is a high uptake up for a wide range of extra-curricular activities including: football, choir, art, drawing, music, musical theatre, drama, forest school and chess, to name a few. Pupils can also learn a musical instrument such as guitar, violin or drums.
- Pupils value the opportunity to take on additional roles, such as subject ambassadors, working alongside subject leaders to promote and improve teaching and learning experiences. The music ambassador proudly told us how she worked alongside the music leader to organise competitions to make the subject better. Year 6 pupils create a fortnightly parent newsletter including information, photos and videos around the curriculum, values, spiritual reflection and staffing updates.
- Leaders have developed positive relationships with parents. Through the school's 'open door' policy any concerns are quickly addressed. Parents describe the school as the Avanti 'family'.
- Pupils recognise diversity and equality. As a faith school, the focus is on the Hindu faith but pupils also learn about other religions and cultures through assemblies and visits to other places of worship, recognising their role in modern Britain. Collective worship is an important part of the day when pupils have discussions on deep life questions.

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

... None were identified

3.1 Quality of provision and outcomes - What went well

- Leaders have continued to develop the school's curriculum offer with the introduction of the Curriculum with Unity Schools Partnership (CUSP) for reading, history and geography. This clear progression and structure scaffolds the learning for pupils and reduces cognitive overload. The curriculum is coherently planned and sequenced, designed to include local studies and an understanding of climate change.
- Reading has a high profile within the school and all pupils access dedicated reading time in the school library, author visits and story telling sessions. Classrooms have exciting and enticing book corners with a competition judged by the English ambassadors. There is a consistent approach to the teaching of phonics and the development of a 'love of reading'. All staff use the correct vocabulary and model correct written and spoken English. Older pupils demonstrated fluent reading and expression following a lesson which included 'echo reading'.
- Lessons are structured to include modelling and opportunities for re-call and re-cap so that pupils build on their knowledge, skills and understanding. For example, Year 6 pupils were able to create a bar model to solve fraction problems and any misconceptions were addressed. Pupils could confidently explain their reasoning in mathematics, supported by prompts and challenged through questioning by the teacher.
- The development of oracy is a high priority from the time pupils start their educational journey. Within lessons, teachers use questioning effectively to check understanding; pupils are encouraged to think critically and deeply about their learning, using key vocabulary in their explanations and written work. Pupils are provided with opportunities to write across a range of genres in the foundation subjects for a 'real audience and purpose'. 'In the moment' marking and feedback means that pupils respond by editing and improving their work.
- Pupils access a range of resources, such as manipulatives in mathematics and knowledge organisers in the foundation subjects, to enable them to consolidate their learning and work independently.
- Termly pupil progress meetings are held to ensure that all pupils are on track to reach their potential. Gaps in learning are identified for lower attaining pupils and focused targets are used to extend the most able.

- Pupils show positive attitudes to learning as expectations are consistently reinforced by adults as role models. The positive relationships between adults and pupils are built on mutual respect.
- Parents have many opportunities to engage in their child's learning through attending 'come and read to me' and 'come and learn with me' sessions within the classroom. The weekly 'learning menu' outlines what pupils have been learning and what they are going to learn. Many attend workshops and information meetings so they are able to support their child at home.
- The curriculum is enriched by educational visits and visitors from within the locality. Year 5 and 6 pupils look forward to residential visits to an outdoor pursuits centre and spiritual retreat. Pupils enjoy taking part in science week, music festivals and PE competitions or the Outdoor Play and Learning (OPAL) for schools programme at breaktimes.
- Attendance is well managed and persistent absence is low, with an escalated approach to manage attendance and provide support to families, if appropriate.
- Historically, outcomes in phonics and reading, writing and mathematics at the end of Key Stage 2 have been significantly above national averages over time.

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

- ... higher attainers were given more opportunities to engage in independent tasks.

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

- The SENCo brings experience and passion to her role, being approachable to both teachers and parents of SEND pupils. Coffee mornings are held specifically for parents of SEND pupils with a particular focus. Parents value learning packs, including phoneme mats and tricky words to support their child's reading at home. Teachers use Wellcomm to assess speech and language development for pupils in Early Years Foundation Stage to identify any barriers to learning.
- The number of pupils with an EHCP has increased significantly, with an increasing proportion of pupils with complex needs. The SENCo seeks support and expertise from outside agencies, when appropriate, so that

**REVIEW REPORT FOR
AVANTI HOUSE PRIMARY
SCHOOL**

support is tailored to the needs of individual pupils. SEND pupils have a passport which identifies their difficulties and includes strategies to support them within lessons and targets that are SMART – specific, measurable, achievable, relevant and time-bound - to measure small steps in learning.

- Within lessons, adaptations are made to meet particular needs and enable SEND pupils to access learning more independently alongside their peers. This includes: sentence starters, word banks, manipulatives, visual timetables, 'now and next' boards, individual work stations and the use of widgets added to the class inclusion box. The SENCo provides training for learning support assistants (LSAs) so that they can support pupils effectively in lessons.
- Pupils were observed enjoying 'bucket time' to support them to maintain attention and develop their vocabulary. Simple, clear instructions, supported by Makaton, enabled all pupils to engage in the session. Other interventions include sensory circuit, finger gym, speech and language support.
- The SENCo has made links with a special school who support through an outreach programme which is improving transition for pupils with high needs. Pupils are encouraged to develop life skills. For example, some SEND pupils made a trip to the local high street where they had to navigate transport and buy various items.
- Staff know their pupils well and understand the underlying issues and needs of pupils that impact on their behaviour. This supports pupils in regulating their emotions and behaviour so that issues are quickly resolved and they are ready to learn.
- Leaders use funding to ensure that disadvantaged pupils have equal access to clubs, school uniform and educational visits so that they have the same opportunities as their peers.
- Historically, progress and attainment for disadvantaged pupils have been above other pupils nationally. Targets for SEND pupils are reviewed termly and leaders are implementing a new tracking system which will capture small steps in learning. SEND pupils make strong progress from their starting points.

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

... none were identified

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 content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

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. The School Support Directory 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>)