



VIRTUAL LEADERSHIP QUALITY  
ASSURANCE REVIEW

REVIEW REPORT FOR  
AVANTI HOUSE SCHOOL

<b>Name of School:</b>	Avanti House School
<b>Headteacher/Principal:</b>	Simon Arnell
<b>Hub:</b>	Chrysalis Hub
<b>School phase:</b>	Secondary and 16-18
<b>MAT (if applicable):</b>	Avanti Schools Trust

<b>Overall Peer Evaluation Estimate at this virtual Leadership Quality Assurance Review:</b>	Leading
<b>Date of this Review:</b>	12/05/2021
<b>Overall Estimate at last QA Review</b>	Not applicable
<b>Date of last QA Review</b>	Not applicable
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	13/03/2018



## VIRTUAL LEADERSHIP QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR AVANTI HOUSE SCHOOL

#### Quality Assurance Review

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

<b>Leadership at all Levels</b>	Leading
<b>School Improvement Strategies</b>	Leading
<b>Approach to recovery and remote learning</b>	Not applicable
<b>Area of Excellence</b>	Inclusive Behaviour Management Accredited
<b>Previously accredited valid Areas of Excellence</b>	Not applicable
<b>Overall Peer Evaluation Estimate</b>	Leading

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.*

*The peer evaluation estimate included on this report has been collectively agreed between the lead reviewer, review team and host school. The estimate is based on the evidence seen as part of the virtual Leadership Quality Assurance Review.*

*Whilst every effort has been made to triangulate the evidence presented during the review, it is important to note that the nature of working remotely means that the estimate given only encompasses that which is able to be explored virtually.*

## 1. Context and character of the school

- Avanti House School is an inclusive Hindu faith secondary school based in Harrow. The school is open to students of all faiths. It is part of the successful Avanti Trust and the designated religious authority is the iFoundation. Both draw upon the teachings of Krishna Chaitanya. Since the last Ofsted inspection, numbers in the recently established sixth form have rapidly increased from 37 to 241 and results have improved even further. The school is heavily oversubscribed, with 781 applications for 180 places. Attainment on entry is high and most students are of Asian heritage. The proportion of disadvantaged students is below the national average as is the proportion of students with special educational needs and/ or disabilities (SEND). The school prepares students for life by promoting the threefold path of educational excellence, character formation and spiritual insight. The aim is to help each student become a well-rounded human being through intellectual, moral and spiritual growth, and so make the world a better place.

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

- School leaders hold the same clear vision and have created a positive environment where students become holistic learners and well-rounded human beings who make the world a better place. Leaders have created an environment of personal development and academic excellence.
- The school culture is distinctively based upon the threefold path of educational excellence, character formation, and spiritual insight. Students are encouraged to value self, others and their environment, and to continue to develop as effective learners and good citizens.
- The spiritual development of students is embedded. They are given a choice in collective worship and participate in Kirtan, meditation and silent reflection. This calms students and develops their own spiritual insight. The philosophy, religion and ethics curriculum enables students to develop their own understanding of the pillar of spiritual insight. Parents spoke very positively of the Avanti House family and of how the school helped their children engage with their faith.
- The climate for learning is very positive, with an inclusive and aspirational approach. The school has developed a restorative practice strategy which has further strengthened relationships. Teachers look for the causes of issues rather than the symptoms. This strategy has brought several positive impacts. Behaviour around the school is even better and academic outcomes have further improved. Leaders are rightly proud that there have been no permanent exclusions. The Girls on Board programme has also led to improved personal development.

- Senior leaders are highly effective and all decisions are driven by what is the very best for their students. For example, the innovative online town hall forum has been used to direct decision making and ensure change occurs collaboratively. This is an excellent example of parental engagement which informs ongoing school improvement.
- The successful sixth form is integral to the school and younger students aspire to study there, with numbers on roll rising from 37 to 241 over the past two years.
- Student leadership is at the heart of the school and students are provided with many opportunities for character development and leadership. Older students frequently help their younger peers and are given the autonomy to run their own student societies. These exemplary sixth form societies offer a very wide range of opportunities to students. Those directly involved in leading these societies speak with pride of their innovative work. Students are aware of the legacy of these societies, for the benefit of all students.

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

- ... the existing opportunities for middle leaders were further developed so that they could confidently articulate the strengths in their area of responsibility.
- ...the coaching model was embedded in order to enhance professional practice even further, making the best use of the expertise that exists within the school.

## **3.1 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs- What went well**

- As a result of carefully considered planning and an inclusive approach, all students make excellent progress. In the past two years all students have made progress which is well above the national average. This is also true for disadvantaged students. Leaders have ensured that no students are left behind. The school ensures disadvantaged students and those with additional needs thrive.
- Leaders are developed at all levels. There is an open-door approach to quality assurance and ongoing self-evaluation. The lesson observation cycle has brought a culture of reflective feedback and raised standards in lessons for all students.
- There has been a clear focus on developing teachers' subject knowledge and pedagogy to improve the quality and consistency of teaching. Research based professional development has led to a thoughtful and active approach. Staff can develop their own leadership which has resulted in improved student attainment.
- The curriculum has been implemented, adapted and made accessible for disadvantaged students and students with additional needs. The Avanti Way

involves a broad, balanced, and ambitious curriculum. Disadvantaged students and those with additional needs access a focused study of ethics, philosophy, Sanskrit, meditation and yoga.

- The SENDCO has secured reasonable adjustments for students with additional needs. Barriers have been removed and there is a teaching toolkit used in lessons. Students with additional needs receive quality first inclusive teaching, and lessons promote their independence. Teaching assistants are linked to subject areas, which has benefitted students, and there are plans to have an inclusion champion in every department. The school's inclusive ethos and successful restorative practice approach has been very helpful for students with additional needs.
- Provision for wellbeing is excellent. Students are insightful regarding personal issues faced by individuals such as self-harm and mental health. They are able to articulate examples of strategies the school has undertaken to address these issues.
- Students are keen to point out that spirituality and morality is part of everything they do. Contemporary issues such as Black Lives Matter and world events are incorporated into lessons as talking points and linked to assemblies and fund raisers. Students understand the school values and the positive impact of their acts and decisions.

### **3.2 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs - Even better if...**

... students were encouraged to fully acknowledge and celebrate their considerable achievements in student leadership.

...the self-assessment approach, which reflects on the teaching of the threefold path, was further developed across the whole school.

### **4.1 Approach to recovery and remote learning - What went well**

- School leaders made the bold decision to teach live lessons for all students at the start of the first lockdown. This benefited students as the school was already well ahead in its development of recovery and remote learning. The school ethos of "nobody left behind" translated into high expectations and provision for all students.
- Leaders swiftly established and delivered their springboard plan which embodied the school's high expectations. Systems to ensure continuity of learning were

clearly communicated to parents. The school also provided additional opportunities such as a summer school for Years 10 and 12.

- The school has taken a lead role in the community, including the immediate distribution of school laptops to all parents of vulnerable children. These were also given to the children of critical workers as well as others identified by safeguarding and inclusion teams. The school also distributed food to families across Harrow.
- The recent online town hall initiative has further encouraged parental involvement in school life, with productive surveys of their views and ideas.
- Many families in the school community have been affected and student wellbeing has been at the heart of the school's approach. One pupil spoke of daily meditation helping her feel connected to her friends and family and giving her a sense of serenity throughout lockdown.
- Ongoing monitoring of attendance and engagement have maintained high standards. Leaders have quality assured remote learning and regularly evaluated its impact. Staff have felt well supported through training and the sharing of good practice.

#### **4.2 Approach to recovery and remote learning - Even better if...**

...the successful approach and strategies developed in remote learning were further embedded to enhance students' learning.

### **5. Area of Excellence - Accredited**

#### **Inclusive Behaviour Management**

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

Inclusive behaviour management strategies have been successfully researched, planned and delivered to bring substantial and sustained impact to improving behaviour and student outcomes. Over the past three years the school has continuously developed their behaviour management strategies to become more inclusive in line with the school ethos. Staff have been trained in using restorative justice to resolve conflicts.

The key elements of restorative justice have been applied to all areas of behaviour management. For example, students in detention now complete a range of reflective activities to help identify the trigger for their behaviour and explore the impact on others to develop their empathy. Dialogue then follows with a member of staff to discuss how

they can ensure the behaviour is not repeated. This conversation also helps to identify support needed from the school. It can also identify possible issues outside school that are having an impact on the child that need to be addressed.

Inclusive behaviour management has removed barriers to student success, including disadvantaged students and those with additional needs. School leaders continually reflect on practice and evaluate the impact of different strategies. These are adapted for each year group and key stage.

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

Over the past three years there has been a significant positive impact on students' outcomes. The school has implemented a range of alternative strategies so that an internal exclusion does not always mean being excluded from lessons and learning. These strategies are appropriate when the behaviour is not disruptive or defiant, and having the pupil in the classroom does not put the safety or learning of any other child at risk. The impact of this is that students are not missing learning, and this has resulted in a positive impact on their academic progress and other outcomes including attendance. Through the wider use of inclusive behaviour strategies, the students have become better able to understand the impact of their behaviour on others. As a result, the number of incidents of behaviour escalating to the point where a sanction is given, and the repetition of negative behaviours, has significantly reduced. Since inclusive behaviour management systems and practice have been developed, the following measurable outcomes have been recorded: The number of students attending C3 detentions each week has reduced by 21%. The number of students receiving internal exclusions (seclusions) has reduced by 42%. The number of students receiving external exclusions (FTE) has reduced by 65%

The number of students receiving more than 1 internal exclusion has reduced by 80%. The number of students receiving more than 1 external exclusion has reduced by 100%. Incidents of girls' friendship issues have significantly reduced. Therefore, these are not escalating into behavioural incidents.

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

Name: Matthew Domine

Title: Assistant Principal

Email: [matthew.domine@avanti.org.uk](mailto:matthew.domine@avanti.org.uk)

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

Currently, the school requires no further support.

**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 also 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.**