

# Inspection of Avanti Meadows Primary School

Farnham Road, Bishop's Stortford CM23 1FQ

---

Inspection dates: 14 and 15 March 2024

|                              |  |
|------------------------------|--|
| <b>Overall effectiveness</b> | <b>Good</b>  |
| The quality of education     | <b>Good</b>  |
| Behaviour and attitudes      | <b>Good</b>  |
| Personal development         | <b>Outstanding</b>   |
| Leadership and management    | <b>Good</b>  |
| Early years provision        | <b>Good</b>  |
| Previous inspection grade    | Not previously inspected under section 5 of the Education Act 2005 |

The Interim Head of School is Kelly Malcolm. This school is part of Avanti Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nitesh Gor, and overseen by a board of trustees, chaired by Mike Younger. The executive principal of this school is Sally Allan who is also responsible for one other school.

## **What is it like to attend this school?**

As the school expands, many pupils arrive with a range of previous experiences. They swiftly follow the 'Avanti way'. From the very start, pupils develop the deep consideration for others, self-reflection and kind relationships that are at the heart of this school. Pupils appreciate the diversity within the school community. They are tolerant and respectful.

The school has a calm and orderly atmosphere. Pupils quickly learn the behaviour routines. As a result, they settle to the tasks that teachers set for them and lessons proceed smoothly. Pupils know the 'golden expectations' and understand how these can keep them safe. Older pupils volunteer to kindly help their younger peers to join in games at breaktimes.

Pupils are proud to be challenged in their lessons. They are determined to try hard and do well. In most classes and lessons, teachers have the expertise to teach well. Most pupils achieve high standards in their work. They are eager and ready for their next steps.

There are many ways for pupils to try out new interests and develop their talents, with club's as diverse as fencing, crochet, drama and gardening. From the early years, pupils calm their minds through regular mediation and yoga.

## **What does the school do well and what does it need to do better?**

Since opening in September 2021, this school has developed rapidly. Leaders constantly review the school's effectiveness. They make changes to bring about improvements. The school recognises the importance of high-quality teaching. It invests in training and support for staff to establish a stable and effective workforce. This work is supported by the implementation of 'Avanti habits'. These provide a consistent approach to developing highly effective teaching across the school.

The trust has worked with leaders to put in place an ambitious curriculum. This curriculum clearly sets out how learning develops over time. Teachers introduce new concepts and vocabulary clearly. Teachers establish effective routines for pupils to share their ideas and extend their thinking. Pupils get many opportunities to apply their learning in extended writing tasks. In lessons, teachers regularly revise key ideas, which helps pupils to recall much of what they have learned. In a few subjects and classes, adults are developing their teaching expertise and pupils do not demonstrate their new learning as effectively. However, in most classes, pupils are highly enthusiastic and produce work to a good standard.

The teaching of reading has been a priority. Recent investment in training and resources means that teachers have the skills to teach reading well. Teachers regularly check on learning to ensure that children from the early years get books and lessons that are well matched to their developing reading skills. Pupils who fall behind get swift, effective support to catch up. Most pupils quickly learn to read

confidently and well. Older pupils have very positive attitudes to reading. They talk knowledgeably about the range of high-quality texts they encounter in lessons and through independent reading.

Pupils with special educational needs and/or disabilities (SEND) are well included in lessons alongside their peers. Teachers adapt materials and provide extra resources when needed. Staff ensure that pupils with the highest level of need receive, well-planned, carefully tailored support. However, while many pupils are getting the right help, the school's systems to ensure that this is consistently in place and effective are not well developed. As a result, support for some pupils is less effective. Leaders at every level do not have the right information to check how well pupils with SEND are achieving and secure the confidence of all parents.

Teachers establish clear rules and routines. Pupils know and understand them. They follow them in lessons and around the school. Pupils develop positive attitudes to learning and most pupils demonstrate the high standards of behaviour and self-control that their teachers expect. Pupils look forward to their lessons and most pupils attend regularly and happily. They spontaneously clap each other and celebrate their successes. Leaders are working to improve the attendance of the few pupils missing too much school time. Some of these pupils are disadvantaged and have much to gain with more regular attendance.

Spiritual insight and character development are key tenets for the trust and school. Staff thread the values of self-discipline, respect, empathy, integrity, courage and gratitude through the curriculum and life of the school. Pupils understand British values, such as tolerance and law. They debate 'big questions' and consider the views of others. Pupils look after their environment and each other. Older pupils take on many leadership responsibilities, as they are proud to play their part in the ethos of care throughout the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few classes and subjects, teachers' expertise to teach the curriculum is less developed. As a result, teachers do not help some pupils to achieve as well as they could. The school should ensure that teaching in all classes and subjects is effective for all pupils.
- Leaders do not always know if extra help is securing the best possible outcomes for pupils with SEND. As a result, some support is not well matched to pupils' needs and some pupils with SEND do not achieve as well as they could. The school should ensure that pupils with SEND receive support and adaptations to teaching that are matched precisely to their needs. The school should monitor

and review provision for all pupils with SEND carefully to ensure that it is highly effective for all.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

|  |   |
|--|---|
| <b>Unique reference number</b>             | 147834  |
| <b>Local authority</b>                     | Hertfordshire   |
| <b>Inspection number</b>                   | 10295126  |
| <b>Type of school</b>                      | Primary   |
| <b>School category</b>                     | Academy free school   |
| <b>Age range of pupils</b>                 | 3 to 11   |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 228   |
| <b>Appropriate authority</b>               | Board of trustees   |
| <b>Chair of trust</b>                      | Mike Younger  |
| <b>CEO of the trust</b>                    | Nitesh Gor  |
| <b>Principal</b>                           | Sally Allan, Executive Principal  |
| <b>Website</b>                             | <a href="https://avanti.org.uk/avantimeadows">https://avanti.org.uk/avantimeadows</a> |
| <b>Date of previous inspection</b>         | Not previously inspected  |

## Information about this school

- The school opened in September 2021 as part of the Avanti Trust.
- The Executive Principal joined the school in January 2023.
- The school does not use any off-site providers of alternative education.
- The school provides a breakfast club for pupils at the start of each day.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with senior staff in the school and the trust, including the executive principal and other school leaders, chair of trustees and other trust members, and the designated lead for safeguarding.
- Inspectors carried out deep dives in these subjects: early reading, mathematics history and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at some samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team considered the views of parents through responses to the online survey, Ofsted Parent View, and other communications. Inspectors gathered the views of staff through Ofsted's staff survey as well as discussions conducted throughout the inspection. No responses to the Ofsted pupil survey were received. Inspectors spoke with groups of pupils throughout the inspection to gather their views.

### **Inspection team**

Lynne Williams, lead inspector

His Majesty's Inspector

Michael Scott

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024