



VIRTUAL LEADERSHIP QUALITY  
ASSURANCE REVIEW

REVIEW REPORT FOR  
KRISHNA AVANTI PRIMARY SCHOOL

<b>Name of School:</b>	Krishna Avanti Primary School
<b>Headteacher/Principal:</b>	Shriti Bellare
<b>Hub:</b>	Chrysalis Hub
<b>School phase:</b>	Primary
<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>	24/05/2021
<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>	14/11/2017



## VIRTUAL LEADERSHIP QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR KRISHNA AVANTI 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

**School Improvement Strategies**                      Leading

**Approach to recovery and remote learning**                      Not applicable

**Area of Excellence**                      Character education within the curriculum, through the lens of the Hindu faith.  
Accredited

**Previously accredited valid Areas of Excellence**                      Not applicable

**Overall Peer Evaluation Estimate**                      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

Krishna Avanti Primary School is a Hindu faith school, situated in the London borough of Harrow. It is larger than primary schools nationally, with two classes in each year group and its own nursery. The school is very popular in the locality and is heavily over-subscribed.

The school serves a diverse community with a considerable majority of pupils originating from Asian or Asian British backgrounds. The proportion of pupils who speak English as an additional language (EAL) is very high, with 17 different Indian dialects spoken. The number of pupils who have special educational needs and/or disabilities (SEND) is below the national average, as is the proportion of disadvantaged pupils.

The executive principal took up the position in January 2021, having previously worked at the school as a class teacher, middle and senior leader. In the interim, she has successfully led another school in the Avanti Schools Trust. The executive principal is ably supported by an experienced leadership team, some of whom have been part of the school since being newly qualified.

School leaders work with colleagues within the trust and across the local authority, to provide support and deliver professional development opportunities, particularly in relation to their faith-school approach.

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

- The principles of educational excellence, character formation, and spiritual insight embody the school's vision and aspirations for its pupils. Leaders describe these principles as being 'lived and not laminated', which aptly illustrates the deeply embedded values which permeate every aspect of school life.
- Productive, professional and supportive relationships are evident between all stakeholders, including parents and governors. The respectful and joyful environment gives the school a very positive climate for learning, with all pupils at its heart.
- Although the inspirational and knowledgeable principal has only recently re-joined the school, she has established a thorough and rigorous approach to school improvement which fits well with the aspirational ethos evident.
- Positive and conscious role modelling between all members of the passionate staff team is a feature of the visionary style of leadership, with a shared and consistent focus on constantly improving teaching and learning.
- Leaders at all levels speak with clarity and conviction about their roles and responsibilities. Close liaison and mutual respect are key features. There is clear

commitment to distributed leadership, with progress and subject leaders each linking professionally with a specific senior leader. All staff are described as leaders of learning, which is exemplified in the contributions they make to improvement planning and curriculum development.

- Pupils' cultural capital is developed through the inclusive and stimulating curriculum which helps to meet the needs of all learners, instigating awe and wonder in the content and delivery. For instance, pupils recently took part in a virtual pilgrimage, accessing other countries through cross-curricular activities. All pupils have opportunities to take part in extra-curricular activities, including multi-sports, learning musical instruments and classical dance forms, attending residential trips and educational visits. Learning is further enhanced by providing many outdoor experiences. The school has extensive grounds which are used for lessons, sports, breaktimes, forest school activities, and even camping on site.
- Pupils are further supported to prepare for life in modern Britain by developing their leadership skills through initiatives such as the school council and eco-committee, and many pupil voice opportunities. They take part in regular debates and are given opportunities to reflect on wider life, never shying away from challenging world issues. The oral history programme helps pupils to learn about their own heritages. Fundraising, such as cake sales and yoga for parents, has recently taken place to help support friends and families in India during the pandemic.

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

...all middle leaders continued to develop their practice and accountabilities.

## **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**

- Leaders have developed robust and well-planned monitoring systems which help provide a clear overview of teaching and learning. The committed and enthusiastic subject leaders inform the monitoring through their termly reports. As a result of the high expectations, the progress and attainment of pupils are consistently well above national averages, which is particularly impressive when considering their generally low starting points.
- Staff professional development is comprehensive and targeted to continually enhance quality first teaching, focusing on increasing teacher subject knowledge and pedagogical confidence. Early Years practitioners are currently involved in action research related to outdoor learning. All middle leaders take part in a

coaching programme and clearly value the support and challenge provided. Newly qualified teachers are supported effectively through a well-planned programme. They report being given the autonomy to be creative and to take appropriate risks. The skills and knowledge of support staff are developed through a bespoke programme which equips them with the skills to support vulnerable pupils in conjunction with class teachers.

- The broad and balanced curriculum is designed to build on pupils' skills and knowledge. All staff have helped to develop the inclusive, values-based programme. Pupils of all abilities are consistently challenged through quality first teaching and by embedding the mastery approach. Pupils are also given opportunities to teach their peers, helping to develop their leadership skills.
- Staff are relentless in ensuring that vulnerable pupils have the best school experiences possible, both academically and pastorally. The curriculum is constantly adapted and learning differentiated to ensure that there is appropriate access for disadvantaged pupils and those with SEND. As a result, these pupils make strong progress from their individual starting points.
- Teachers and other adults, including community leaders, support the considerable proportion of EAL pupils to access English by the proactive promotion of oracy, complemented by a six-stage bespoke programme, which includes a focus on understanding, spoken language, phonics and social communication skills. This vocabulary rich, tiered structure helps pupils to progress quickly. Parents are encouraged to be part of the programme, and competency in pupils' home languages is also celebrated.
- A love of reading is promoted throughout pupils' time at Krishna Avanti, supported by the inspirational librarian. The learning environment celebrates reading with book corners for every class, pupils and children reading and being read to daily, pupils and staff making book recommendations, and the encouragement of parents to be readers.

### **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...**

...teachers continued to develop their confidence in the teaching of philosophy, religion and ethics (PRE).

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

- The school's approach to remote learning and recovery has been highly successful. Almost all pupils engaged with the online provision, including nursery children. As a result, pupils thrived during the enforced closures which helped limit any gaps in learning. All have quickly settled back into school routines, with attendance again above the national average.
- The regular curriculum was slightly adapted but generally continued as planned. Those pupils in school received an almost identical offer to those working remotely, including those self-isolating in different countries.
- Pupils' academic and emotional needs were assessed continuously throughout the lockdowns, with check-ins, online lessons and small group sessions happening daily. The marking and feedback systems remained consistent and were complemented by pupil self-assessments. Programmes to support pupils with additional needs also continued virtually.
- To support recovery, diagnostic assessments were undertaken when the school reopened to identify gaps in learning and to help establish key knowledge gained.
- During recovery, there was a particular focus on pastoral support, with events such as Wellbeing Wednesdays, when creative approaches were taken to enjoy the curriculum.
- Positive communications with families have been instrumental to the success of the provision, with curriculum schedules being shared proactively and parents taking part in subject workshops to familiarise themselves with the techniques used. Feedback from parents has been overwhelmingly positive.
- The ongoing professional development and wellbeing of staff has also been a constant consideration. There have been opportunities for staff to enhance their own practice and a buddying system between the adults.

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

...the school continued to offer a blended approach to parental engagement.

### **5. Area of Excellence**

Character education within the curriculum, through the lens of the Hindu faith.

**Accredited**

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

The school has established a distinct and heart-warming ethos, where positive and loving relationships are cultivated through practical action. The curriculum is driven by six virtues which are embedded into policies, teaching and learning, and the behaviours of adults and pupils. Character education is taught intrinsically throughout each day, permeating the main subject skills and enhancing the National Curriculum through the Hindu faith.

Character education is deeply embedded within the school's practice, with spiritual insight embodied through the consistently high expectations. Pupils understand the approach very well and are deeply involved in continually working to make the school a better place. Character values are also taught explicitly in philosophy, religion and ethics (PRE) lessons.

The school community has developed close links with the Jubilee Centre for Character and Virtues at the University of Birmingham over many years. The centre quality assures the work happening in school and provides a bespoke programme of professional development for the school team. Staff have worked on many of the centre's research projects which highlight how character virtues impact positively on the lives of every pupil.

Leaders are keen to share their good practice more widely to demonstrate this highly effective approach that has led to substantial and sustained improvements to the provision and experiences of all pupils and staff. They already support non-faith schools in the Avanti Schools Trust and the bespoke programme they have developed is transferable to other faith or non-faith schools. They have created a collective worship programme which includes moral and ethical teachings. The pupils enjoy connecting with visitors, and visits are arranged to the inspiring school temple.

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

The behaviour of pupils in the school is exemplary, which further impacts on their positive behaviours for learning. Pupils are supported to develop their reflective skills, values and restorative justice approaches. The impact of this established climate for learning is exemplified in the standards reached. Pupils become confident and proactive young citizens who are very well prepared for the next stages of their education and into adult life.

Collective worship is at the heart of the school, each day beginning with worship, either in the temple or within classes. This extends into the celebration of festivals, including



those of other faiths. Pupils are taught that worship means 'to make happy' in the Hindu faith, which leads to a very positive atmosphere with nothing being taught in isolation. Links to PRE are consistently made during worship, which allow for deep thinking and mature reflection. The positive impacts permeate all aspects of school life, including during lessons, on the playground, in Mantra meditation, and at other times.

Relationships with parents and families are strong, all being seen as part of the school team. Home-school relationships are celebrated in activities such as the Bhakti plant project which help pupils to find consistency and harmony between their home and school lives.

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

Name: Radhika Ahuja

Title: Philosophy, Religion and Ethics Lead

Email: Radhika.Ahuja@avanti.org.uk

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

School leaders report being well supported by the Chrysalis Hub; they have recently received support requested in relation to assessment. They also benefit from the liaison with other hub schools.

No other support is currently required.

**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**





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**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.**