



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR KRISHNA AVANTI PRIMARY

Name of School:	Krishna Avanti Primary School
Principal:	Shriti Bellare
Hub:	Chrysalis
School phase:	Primary
MAT:	Avanti Schools Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	09/03/2022
Overall Estimate at last QA Review:	Leading
Date of last QA Review:	24/05/2021
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	14/11/2017

Quality Assurance Review

The review team, comprising of 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 Development of language skills for new to English children in a high quality EYFS provision.
Accredited

Previously accredited valid Areas of Excellence Character education within the curriculum, through the lens of the Hindu faith, 24/05/2021

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.

1. Context and character of the school

Krishna Avanti Primary School, Harrow (KAPSH) is a two-form entry, Hindu faith school, with a nursery on site. The school has 454 pupils and is over subscribed.

Most children join the school in the Nursery or Reception class, speaking little or no English. Almost all pupils have Asian or British Asian heritage. The proportion of pupils with special educational needs and/or disabilities (SEND) and who are disadvantaged are below the national average.

The principal began her career as a teacher at the school and has worked across the Trust before 'returning home.' She is developing a lively and committed leadership team, many grown from within the school.

The school is well connected within the Avanti Trust and local schools. Leaders have a strong commitment to sharing their inspirational practice, for example in supporting other schools in delivering relevant religious and spiritual education. Leaders are always keen to learn from others.

Avanti school exists to help each person become a well-rounded human being through intellectual, moral and spiritual growth and so make the world a better place.

Avanti schools support each person's life journey along three parallel paths: educational excellence; character formation; and spiritual insight.

2.1 Leadership at all Levels - What went well

- Leaders' clear lived vision is shared with parents, pupils and the wider community. Spiritual, moral and ethical values of the Hindu religion support pupils' understanding of their role in a modern diverse Britain.
- The KAPSH curriculum delivers inspirational, inclusive, inspirational and stimulating learning experiences with a strong emphasis on social, moral, spiritual, and character development in a language-rich environment. Pupils develop social and emotional literacy and learn to be independent, enquiring, and collaborative. The curriculum fully embraces the national curriculum and includes philosophy religion and ethics, Sanskrit and yoga.
- Middle leaders are well supported formally and informally to become even more effective. They experience high quality coaching in group and individual sessions, with opportunities to apply their learning in school.
- Induction is a strong feature of the school. Support for teachers who are new to the profession is bespoke and highly effective. An early career teacher said she felt well supported and encouraged to take risks to develop her practice. She

values 'live nudges' to promote learning, keeping workload in check and the 'appreciation e-mails' from the principal.

- Learning Support Assistants (LSAs) feel supported, trusted and valued. In classrooms they are seen as partners. Their continuing professional development (CPD) includes training in meta-cognition, SEND training and participation in action research.
- Leaders are proud of the new restorative justice approach. Pupils learn to use thinking time to reflect on their choices. Pupils develop empathy, emotional intelligence and are supported to learn from issues. Non-violent communication techniques and well-thought out scripts support this process. The already exemplary behaviour has improved further.
- Pupil well-being is a strength of the school. Collective worship, values-led class reflection and contact with the deities are highly valued by pupils. The Friday achievement assembly recognises pupils living the school values. Every day is a day to practise gratitude, protection, empathy and kindness. This supports resilience and well-being.
- Staff well-being is embedded. Practical measures such as joint planning, Thursday yoga, and visits to the temple, support staff. Staff value developing their skills and themselves thorough well thought out CPD. Above all, staff are valued and supported as individuals.
- Pupils are well prepared and supported to take the next step in their education. Most pupils transfer to the local Avanti high school. Principals from both schools and key teaching staff work closely to align their learning approaches and smooth transition. Pupils from Year 7 come back to school to talk to pupils about life at secondary school. The annual careers week supports pupils to widen their thinking about their future. Although their neighbourhood is relatively safe, pupils learn about budgeting, e-safety and how to avoid hazards such as gang, drug and knife crime.

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

...leaders ensured that there were greater emphasis on subject-related skills, for example so that in history, pupils thought like a historian.

3.1 Quality of Provision and Outcomes - What went well

- EBIs from the previous quality assurance review have been fully addressed.
- Exemplary relationships across the school are built on trust, high expectations and the principles of the Hindu faith. Pupils' conduct and behaviour for learning are consistently excellent. The school is committed to building bridges between faiths. The school choir is practising to join a multi-faith concert.
- High quality learning environments and resources stimulate exemplary learning. Stimulating displays are often contributed to by pupils. For example, pupils

described how they have dealt with challenges and become more resilient, referring to the Growth Mindset display outside a Year 2 classroom.

- Nursery and Reception children take advantage of high quality early years practice. The environment is carefully planned with well-chosen resources, and highly skilled staff ensure consistent engagement from children. Children take responsibility for their own learning. For example, the 'crime scene' set up to depict the exploits of the wicked wolf, on the loose in school, excited children and inspired writing, including wanted posters, evidence sheets and sound cards.
- Children used advanced language for their age. A child noted that there were two identical books and remarked that they were duplicates. Another child said that the wolf might be lurking in the classroom.
- Well-used working walls support learning, for example in understanding equivalent fractions. Mathematics books show high standards, strong progress and increasing reasoning.
- Phonics and reading throughout the school, are highly valued, well planned and well executed. Standards are high and pupils across the school develop a deep love of reading.
- In a Year 1 phonics lesson, the teacher with strong subject knowledge, skilfully delivered the phonics programme. This resulted in high levels of engagement, and strong progress in speaking and writing, using phonics.
- Readers from the early years and Year 1 showed excellent decoding skills, inference, prediction and a genuine love of reading. In Year 2 guided reading, the teacher modelled writing vocabulary cards, used by pupils to aid comprehension. Misconceptions were addressed and pupils developed greater expression in their reading.
- Pupils from Years 2, 4 and 6 showed great knowledge of and pleasure in reading. Pupils discussed classics and modern literature. A pupil talked about reading supporting their well-being when they are anxious. They described the many ways in which their passion for reading is encouraged.
- Pupils from Year 2 and Year 6 spoke highly of their mathematics learning. This is a clear strength of the school. A recent Year 6 creative mathematics challenge ran for two weeks before the pupils solved it. Pupils explained the use of algebra and reasoning approaches.
- Pupils in Year 6 are learning about trade routes. Their learning is active, using appropriate resources. They understand how learning about trade routes has relevance to their lives.
- Children join the school with skills and knowledge well below those typical for their age. They consistently achieve a good level of development. All pupils consistently pass the phonics screening check. By the end of Key Stage 2, the proportion of pupils achieving at the expected standard and greater depth is well above the national average. Current data supports the trend of continued exceptional attainment and progress.

3.2 Quality of Provision and Outcomes - Even better if...

...more opportunities were provided for pupil articulation to deepen their learning.

4.1 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Disadvantaged pupils and those with additional needs benefit from the culture of supportive, high expectations. Provision for disadvantaged pupils is based on trusting relationships, quality first teaching with skilled, well-evaluated interventions. There is a whole-school focus on metacognition and how children learn. This results in exemplary attainment and progress for all.
- All pupils across the school are supported to develop cultural capital through well thought out trips and visits.
- Teachers have moved away from differentiation, which often caps learning, towards adaptive questioning and 'teaching to the top.' Teachers have adopted Rosenshine's principles of instruction. Teachers use a variety of techniques including 'cold calling' to scaffold and challenge pupils.
- The expressive arts club for disadvantaged pupils and those with SEND promotes confidence, independence and expression.
- Parents of disadvantaged pupils and those with SEND are equipped with ideas to support their child's progress, including attending some lessons to understand teaching approaches and liaison with relevant professionals.
- Disadvantaged pupils benefit from subsidised resources towards purchasing books when authors visit, magazine subscriptions and in some cases support with uniform.
- Pupils with SEND are accurately assessed. Targets are carefully crafted and moderated from within the school, from the Trust and involving relevant professionals. Speech and language therapists build relevant internal staff competence.
- Teaching delivery is adapted for pupils with SEND, for example by building in sensory breaks for pupils with autistic spectrum conditions.
- Pupils with SEND make strong progress from their starting points.
- Pupils who are disadvantaged and pupils with SEND behave in an exemplary manner and make a valuable contribution to school life.

4.2 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...further links were developed, outside of the Trust, to further enhance SEND provision.

5. Area of Excellence

Development of language skills for new to English children in a high quality EYFS provision.

Accredited

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

Early years practice at KAPSH is exemplary. It is worth a visit to experience the holistic impact of the provision.

The impact of the provision on language acquisition and spoken English is strong, resulting in the rapid transformation of children speaking little or no English and having significant deficits in several key areas of skills and understanding, to becoming fluent, confident and caring children, who have the skills to accelerate their learning across the curriculum.

The home visits begin the comprehensive assessment process and engage parents as co-educators. Parents join 'stay and play', phonics and mathematics sessions. Parents receive a weekly learning overview, and a menu of activities children can do at home. The school uses the linguistic skills of the staff to build the bridge between the child's home language and English. The work with parents is crucial in ensuring that children's progress is so strong.

The early years team has been supported by Rebecca Underwood, a leading EYFS practitioner and head of professional learning, quality assuring assessment procedures. Practice is shared across the Avanti Trust and within the Harrow EYFs schools network.

Thoughtful planning of environments and activities which stimulate children to talk, read, write and think alongside excellent phonics teaching practice are bedrocks of developing confidence in speaking, reading and writing in English. There is a good balance between the opportunities for child led, open-ended activities and more teacher-led learning.

The highly skilled and passionate professionals in the early years provision engage in daily reflection and planning to ensure that no child is left behind and learning is maximised. The assessment of progress is bespoke, including children creating and reviewing their next steps.

Early years practitioners are well supported by senior leaders with appropriate CPD and trust to take risks. This is an approach which is mirrored in the provision for children.

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

EYFS practice at KAPSH is of the highest quality. Almost all pupils enter the Nursery or Reception classes with very limited or no spoken English. They also typically have deficits in fine and gross motor skills, social and self-care skills. They also do not know how to interact with adults and each other appropriately. Skilled and imaginative early years practice, engendering a sense of awe and wonder, promotes spiritual, emotional, physical and academic progress. In recent years, when national comparative data was available, the proportion of pupils achieving a good level of development was significantly above the national average. The trend of rapidly achieving the early learning goals, towards a good level of development, is continuing and is further improving. The high quality EYFS provision means that pupils access the Year 1 curriculum with no one left behind. In recent years all pupils have successfully passed the phonics screening check. Again, this trend is on course to continue.

Alongside the academic progress, children become confident, independent and caring children who love to share their learning with you. The culture of cooperation and mutual support is clear to see.

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

Name: Alisha Patel

Title: EYFS Lead

Email: Alisha.patel@avanti.org.uk

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

Leaders would like to use the Challenge Partners network to find schools to share practice and to help to address the EBIs in this report.

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.



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR KRISHNA AVANTI PRIMARY

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 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.