



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR KRISHNA AVANTI PRIMARY SCHOOL

Name of School:	Krishna Avanti Primary School
Headteacher/Principal:	Shriti Bellare
Hub:	Chrysalis Hub
School phase:	Primary
MAT (if applicable):	The Avanti Schools Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	27/03/2023
Overall Estimate at last QA Review	Leading
Date of last QA Review	09/03/2022
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	14/11/2017



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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

Quality of provision and outcomes Leading

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

Area of excellence Not submitted for this review.

Previously accredited valid areas of excellence Development of language skills for new to English children in a high quality EYFS provision. 09/03/2022

Overall peer evaluation estimate Leading

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

1. Context and character of the school

Krishna Avanti Primary School, Harrow (KAPSH) is a Hindu faith school located in an area of low deprivation in Edgware in the London borough of Harrow. The school opened in 2008 and is a large two-form entry primary school. Currently it has 454 pupils on roll from 3-11 years. The school is oversubscribed and there is an extensive waiting list across all year groups. Over time, the school's reputation has grown, and it has become a very popular choice for those of a Hindu faith in the area. The substantive headteacher took up her post in January 2021.

The proportion of disadvantaged pupils in the school is well below the national average, as is the number with special educational needs and/or disabilities (SEND). The number of pupils with an education, health and care plan is similarly small. Most pupils have English as an additional language. Stability is high, with most pupils remaining at the school for the entirety of their primary education.

At the headteacher's request, the main focus areas for this review were English and mathematics.

2.1 Leadership at all levels - What went well

- The school has a calm, purposeful atmosphere because leaders have established a tranquil environment through the Hindu principles and values. The school is exceptionally well led by a passionate headteacher and her experienced leadership team; every member of staff buys into their vision. They know the school well and have established highly positive, supportive relationships with parents.
- Many other local schools have benefitted from support from Krishna Avanti. For example, a school wishing to develop its phonics strategy visited KAPSH and the phonics leader has taken best practice back to their school. This is improving the performance of the first 20% of pupils in their setting. Within the Trust, there is a great deal of collaboration with other Avanti schools and staff have also worked extensively with other schools in their Challenge Partners hub.
- The Avanti Institute has been established to expand teachers' continuing professional development (CPD). The online sessions provide a wide range of training opportunities for staff at all levels and, currently, staff at KAPSH are engaged in training to develop the use of IRIS in the classroom. This is to be introduced in the next academic year. Also, there is the opportunity for staff of all faiths to attend the retreat which is spiritually and personally rewarding.

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- Middle leaders receive high quality support and training to ensure that they are able to execute the responsibilities linked to their role; they know their subjects well. They have the autonomy to develop their leadership skills and know that senior leaders are always available for support and consultation. Training is successfully delivered through the Trust and externally through the local authority, for example, the Outstanding Leaders Programme and the Middle Leaders Development. These have made a major contribution to the high-quality teaching and learning in the school.
- The induction process for staff begins at an early recruitment stage and applicants are sent copies of the Avanti Way. At interview they share two of the principles for discussion which enables school and Trust leaders to confirm that the applicant's personal qualities align with the Trust values. Additionally, this ensures that the right people for the school are appointed. One recently appointed leader testified to the value of the induction process and how it helped her understand the school's expectations.
- Many staff have knowledge of instructional coaching and deliver bespoke support to staff who require it. This results in them being able to reflect on their own practice. The impact is that teachers are more invested in the school because they feel that their pedagogy has improved to the benefit of the pupils in their class.
- Pupils have a sound understanding of the Avanti principles. Assemblies and discussions help with pupils gaining this knowledge. Staff provide support too, and the overall positive behaviour and demeanour of the pupils indicates clearly how embedded these values are. All around the school, visible displays act as reminders to pupils about how they should conduct themselves and support others in the school and community. Rewards are frequently distributed, and valued, which encourages pupils to uphold these values.
- The school has a wide ranging extra-curricular offer; currently there are 14 different activities this term. Participation is closely monitored, and staff ensure that pupils with vulnerabilities are encouraged to join in and, when necessary, some financial support is provided. External 'experts' deliver the programme so that pupils are always exposed to high quality teaching and coaching.

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

... to further celebrate the positive culture across the school through the instructional coaching model.

3.1 Quality of provision and outcomes - What went well

- The quality of provision is strong. Teachers have expert subject and pedagogical knowledge which they utilise optimally to ensure that pupils receive the best possible educational experiences. In Years 5 and 6 reading lessons, the teachers in those classes adeptly used their skills and knowledge to ensure that there was uniformity in what they wanted pupils to achieve.
- Teachers have consistently high expectations of pupils. This was exemplified in phonics sessions in Reception and Year 1 groups. All groups were observed following the same programme and strategies, highlighting the successful teaching methods that result in well above average scores in the phonics screening check.
- The high-quality learning experiences that teachers plan are major factors in helping pupils to know more, understand more and remember more. This was clearly apparent when a child in Reception could link the colour red with prior learning related to the colourful Chinese New Year.
- Pupil engagement could not be any higher right across the board. Pupils have exemplary attitudes to learning and are enthusiastic when sharing their learning with their peers. In Years 3 and 5 mathematics lessons, pupils happily worked through reasoning problems with their neighbours.
- Relationships between staff and pupils, and pupils themselves, could not be better. Everyone connected with the school, adults and pupils alike, are highly respectful and treat each other with the utmost courtesy. This fully embraces the Hindu values on which the school is built.
- The pitch and challenge in lessons meet the needs of all pupils. Class texts are carefully chosen and linked to learners' interests and abilities. 'Wonder', the class text in upper Key Stage 2 'hooked' pupils in and captured their attention successfully. These thought-provoking books promote a natural love of reading in the pupils.
- Vocabulary extension is a strength of the school and is a central thread in lessons. In one lesson, pupils were accurately using words like 'stringent.' Leaders have moved away from simple spelling tests because they feel there is little impact to be seen in just remembering words. Strategies have been developed to ensure that application of the words is paramount in expanding pupils' knowledge. Teachers apply etymology in class well so that all pupils can introduce and use more complex words in their writing and discussions. This was evident in a Year 5 English lesson where the teacher encouraged pupils to investigate the suffix 'less' in the text they were studying to achieve a deeper understanding of the words 'heedless' and 'careless.'
- Live marking is well established in the school. This supports all forms of written work so that teachers 'chunk' sections of extended writing to provide feedback as a longer piece of writing evolves. These 'live nudges' are more effective as they provide in-the-moment guidance, as do the recently introduced visualisers.

- 'Reading is at the heart of everything we do at the school,' one senior leader stated. This high profile has resulted in strong outcomes for this area and has also boosted pupils' reading fluency and confidence. The success of the reading policy has resulted in confident readers at all levels. A group of Year 6 pupils deemed to be in the 'best 20%' of readers performed extremely well and are in a secure position to achieve the expected standard in their reading SATs.
- Rosenshine's principles form the basis of assessment in the foundation subjects across the school and low-stakes quizzing informs teachers as to the progress of pupils in their class. Leaders have identified explicit objectives, linked to the National Curriculum, that are consistent and ensure that skills and knowledge are effectively taught. Knowledge organisers not only support pupils' learning but also keep teaching on track so that pupils know and understand more.

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

- ... there was further development of pupils' independent skills to support their learning.
- ... pupils referred to prior learning in current lessons to help them achieve the learning intention.

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

- Despite the numbers of pupils in the disadvantaged and SEND groups constituting a very small proportion of the school roll, their needs are sensitively and fully met. They make strong progress from their starting points.
- Disadvantaged pupils benefit from quality-first teaching in the classroom. Coloured highlighting draws their attention to the learning intention on the board so that they have an extra layer of support with which to begin the learning successfully. This has also helped to overcome cognitive overload for this group because they have a direct focus to assist them.
- Individual Learning Plans indicate the level of support that these pupils require and half-termly progress meetings enable the appropriate staff to monitor and evaluate the impact of the support these pupils receive. Any adjustments or adaptations are then successfully made.
- Differences in learning outcomes for the disadvantaged group and their non-disadvantaged peers are diminishing. Pupils are more confident in answering questions during 'cold calling' questioning. Targeted work and other strategies, for example additional scaffolding and pre-teaching, are gathering success.

- The very experienced SENDCo expertly oversees the right support for pupils with additional needs. Close liaison with staff and parents quickly identifies pupils' needs so that strategies and interventions are implemented which enable them to make rapid progress.
- Adaptations to the curriculum are minimal because staff ensure that this group is able to fully access the learning. Teachers are well informed about the individual needs of these pupils so that they can be better supported to make good progress.
- Learning support assistants (LSAs) provide invaluable support across the school. They have dedicated time at the beginning of the week to organise the learning they are about to deliver. The training they receive has, for example, enabled LSAs to skilfully support with the teaching of phonics. Other Avanti-led CPD has empowered LSAs, and they have confidently shared training with other staff. This has resulted in LSAs becoming able to step in to support the class teacher whenever necessary.

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

... there was a wider range, and increased standardisation, of interventions for pupils with additional needs across the Trust.

5. Area of Excellence

Not submitted for this review.

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 report content to create an aggregate picture of what is going on across the sector each year.

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.



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Schools can also attend Sharing Leading Practice (SLP) 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. (<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>)