

# Inspection of Krishna Avanti Primary School

Camrose Avenue, Edgware, Middlesex HA8 6ES

---

Inspection dates: 24 and 25 June 2025

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Good

The principal of this school is Shriti Gadhia. 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 (CEO), Nitesh Gor, and overseen by a board of trustees, chaired by Mike Younger.

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

Pupils flourish at Krishna Avanti Primary School. There is an impressive understanding of the school's vision of 'to inspire spiritually compassionate changemakers' among pupils, staff, parents, carers, and trustees alike. This shared understanding leads to a strong sense of community, belonging and inclusion.

Pupils are happy and meet the school's high expectations for their academic achievement and personal development. The school is ambitious for all pupils, regardless of their background or starting point. Pupils share this ambition. This shows in their exemplary attitudes and efforts. They achieve exceptionally well and are very well prepared for the next stage of their learning.

Pupils are proud of their school. They are active participants in making it such an industrious, successful learning environment. Many pupils take on leadership roles. These include as members of the school council and arts council and as 'eco warriors,' who are passionate about their responsibilities for the environment.

Conduct around the school site is calm and productive. Pupils are courteous and polite. They are taught how to resolve issues with their classmates. This has a positive impact on the kind and respectful atmosphere in the school. One pupil commented, 'The most important part of a disagreement is how it is resolved.'

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

The curriculum is broad and ambitious. The school has carefully designed how each subject builds over time to provide pupils with a deep understanding. It has identified the key knowledge and vocabulary that pupils are expected to know and remember. This is carefully thought out from the early years through to Year 6. Leaders at all levels ensure that the school's curriculum offer takes the needs of pupils with special educational needs and/or disabilities (SEND) into account carefully.

Children settle and become well acquainted with the routines of the Nursery and Reception classes. Children acquire a strong grounding in key concepts in mathematics, reading and writing in the early years. Pupils build upon these strong foundations as they move through the school.

The reading curriculum is well established and well taught. Pupils develop the knowledge they need to read fluently. Pupils who struggle with reading are quickly identified. Targeted support is given to enable them to keep up and become fluent readers. The school recognises the importance of teaching pupils to read and how this opens doors for them. It takes every opportunity to develop pupils' love of reading, for example through author and poet workshops. Pupils really enjoy reading and speak positively about the books they read independently.

Teachers have strong subject knowledge. There is an impressive consistency across the school in how staff present information, share instructions and structure activities. Regular

recaps of learning help pupils to retain important knowledge. Pupils can confidently recall and articulate what they have learned.

Equality of opportunity is at the core of the school's work. The school is relentlessly ambitious for disadvantaged pupils and pupils with SEND. It is quick to identify the needs of pupils with SEND and provide support. This ensures that pupils with SEND are fully included in school activities and achieve well.

A calm and purposeful atmosphere pervades the school. Pupils value their education. Resources, routines, and activities are carefully considered across the early years so that children are ready for the challenges to come. As a result of the consistent expectations of staff, pupils rarely need reminders about what is expected. Pupils say that staff help them and always deal with any concerns that they have.

The school builds strong relationships with families. These begin in the Nursery. These partnerships ensure there is a shared expectation of the school's standards. This is beneficial in many ways, but especially in how well pupils attend. The school is tenacious in ensuring pupils' attendance at school. As a result, attendance is very high.

The provision for personal development is exceptional. The school teaches pupils to recognise their own emotions and supports them to develop self-control and compassion for each other. Pupils are very well prepared for life in modern Britain. They develop an understanding of others' faiths and traditions through the curriculum and educational visits. Pupils enjoy singing in a local interfaith choir. Pupils learn how to be safe and demonstrate a deep understanding of their responsibilities to others and the wider world.

Leaders at all levels share a strong commitment to the school and its community. The school is very well supported by the trust and the school stakeholder committee. Leaders ensure that the school continues to be highly effective in supporting pupils to achieve well.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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>	138688
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10323388
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	454
<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>	Shriti Gadhia
<b>Website</b>	<a href="http://www.avanti.org.uk/kapsharrow">www.avanti.org.uk/kapsharrow</a>
<b>Dates of previous inspection</b>	6 and 7 June 2023, under section 8 of the Education Act 2005

## Information about this school

- Krishna Avanti Primary School is an academy with a Hindu religious character. The last Section 48 inspection was in June 2017.
- The school is part of the Avanti Schools Trust.
- The school runs an after-school club.
- The school does not currently make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the principal, senior leaders, subject leaders, teachers, and support staff.
- The lead inspector met with the CEO, the CEO designate, a trustee, the school's educational advisor and members of the school stakeholder committee, including the chair.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education, and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. The lead inspector also listened to pupils read.
- 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.
- Inspectors scrutinised a range of documentation provided by leaders, including their priorities for improvement. The inspectors also reviewed documents related to attendance, behaviour, and pupil movement.
- Inspectors considered the views of parents, pupils and staff through discussions and their responses to Ofsted's online surveys. Inspectors also spoke to parents at the school gate.

## Inspection team

Sam Johnson, lead inspector	His Majesty's Inspector
Alison Martin	Ofsted Inspector
Helen Rai	Ofsted Inspector
Curtis Sweetingham	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 2025