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Mr Denham Kite
Principal
Krishna Avanti Primary School
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Dear Mr Kite

Short inspection of Krishna Avanti Primary School

Following my visit to the school on 14 March 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in May 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You were appointed in September 2015 and since then you have successfully led the school through a turbulent time with regard to staffing and recruitment. Despite these challenges, standards in reading, writing and mathematics have remained high. You now have in place a strong senior leadership team who are knowledgeable and enthusiastic about their roles. They share an openness and honesty regarding their practice and are keen to learn from other schools, both locally and from within the trust. You are supported well by the governing body and the trust, who hold leaders fully to account for their actions.

You have ensured that the school is underpinned by the values of respect, self-discipline, integrity, gratitude, courage and empathy. Pupils understand these values well and they are evident on displays around the school. Classrooms are bright and stimulating, with pupils' work in a wide range of subjects on display.

The pupils I spoke with said overwhelmingly that they are happy, making good progress and feel safe. One pupil described the school to me as 'Perfect!' They are confident that bullying does not occur at Krishna Avanti and that behaviour both inside classrooms and on the playground is good. Pupils relish the wide range of extra-curricular activities that you offer, including karate, ballet, football, cricket,

sewing and chess. The Year 5 pupils are particularly looking forward to the upcoming residential trip this summer.

In 2016, the proportions of pupils, including disadvantaged pupils, who achieved expected levels in reading, writing and mathematics by the end of key stage 1 were above the national figures. Similarly, a higher proportion of pupils achieved a good level of development in the early years and in the Year 1 phonics check than other pupils nationally. You agree that teachers should move pupils on to more challenging work quickly, if they are to achieve at a greater depth in subsequent end-of-key-stage tests.

The school website does not meet statutory requirements. As a result, parents do not receive all relevant and up-to-date information regarding the school and its work.

At the previous inspection, governors were asked to regularly check the work of the school for themselves. Upon examining minutes from governor meetings and from discussions with yourself, it is evident that this has been achieved successfully. The previous report also asked teachers to ensure that pupils were aware of how they could improve their work. Your introduction of 'steps to success' in the mornings has enabled teachers and teaching assistants to identify any misconceptions pupils have, and therefore address this issue well. Finally, the report asked the school to work with families and pupils to ensure that attendance rates are consistently above national figures. Historic and current attendance information provided by you suggests that this has been achieved.

Pupils are hardworking and polite. They spoke enthusiastically with me about their learning and the school. They are happy, safe and are making good progress.

Pupils are prepared well for life in modern Britain. They speak confidently regarding British values, including democracy and the rule of law. Pupils have further developed their knowledge and understanding of other faiths by visiting places of worship, including a mosque, a synagogue and a gurdwara.

Parents are overwhelmingly supportive of the school. They told me that their children are happy, safe and making good progress. One parent who had recently moved their child from another school commented, 'We are ecstatic!'

You have ensured that pupils receive a broad and balanced curriculum. Evidence in pupils' topic books indicates that foundation subjects, such as geography, history and particularly science, are taught well. During my visit, you were holding a science week. I saw many classes where pupils were enthusiastically carrying out experiments, making predictions and writing up findings. For example, pupils in Year 2 were making rainbows, using milk, washing up liquid and food colouring.

Safeguarding is effective.

Rigorous checks are undertaken on adults before they start working or volunteering at the school. The single central record is maintained well and meets all statutory requirements. Staff and governors have received appropriate training in safeguarding, including safer recruitment and in how to carry out their 'Prevent' duty. This has ensured that a strong safeguarding culture exists within the school. There is a good system in place for staff to record any concerns they may have regarding pupils' welfare. Designated staff are aware of the importance of making timely referrals to outside agencies and that detailed records should be kept of telephone calls and of conversations with parents.

Records kept by the school show that incidents of poor behaviour are declining and there have been no racist or homophobic incidents during this academic year. There is a good range of advice for parents regarding keeping children safe online, on the school's website.

Inspection findings

- Published assessment data suggests that boys do not always attain as well as girls in the early years, in the Year 1 phonics check and at the end of key stage 1. You and senior leaders are aware of this, and are taking measures to address the issue. Information provided by the deputy principal suggests that this gap is narrowing in a number of year groups, for example in reading in Year 4, and in Year 5 mathematics.
- The school is rapidly increasing in size and will be at full capacity in the next academic year. You have made good appointments to the senior leadership team, therefore ensuring that robust systems are in place to monitor the quality of teaching and the standards of work in pupils' books. The school is well placed to move forward.
- The trust provides good support for the school. Termly review meetings help to identify the school's strengths and areas for development, as well as helping to validate judgements around self-evaluation and pupils' achievement.
- Performance management procedures for the principal, teachers and teaching assistants are robust. Targets are taken from the school improvement plan and are ambitious in their drive for high pupil attainment. You agree that staff should now be set targets for pupils to achieve at a greater depth in reading, writing and mathematics.
- Teachers carry out assessments on pupils' achievements half-termly. You and the deputy principal have a good knowledge and understanding of individual pupils and their abilities in reading, writing and mathematics. As a result of this, any pupil who is falling behind is quickly given the support they need in order to catch up.
- Current assessment information provided by the deputy principal and work seen in books indicate that the majority of pupils are making good progress in a wide range of subjects. Pupils who have special educational needs and/or disabilities

make good progress from their various starting points and are supported well. Assessments are moderated termly in writing and mathematics, both with other schools locally and from within the trust. This ensures that the judgements teachers are making are accurate.

- The early years is a strength. The outdoor and indoor areas are stimulating and have a wide range of learning opportunities for the children to develop their knowledge and skills. When I visited, children were engaged in interesting and well-resourced activities that were well supported by teaching assistants. For example, one group was predicting what would happen to white flowers if they were left in brightly coloured water. Parents have the opportunity to contribute to the good assessment procedures that are in place. Consequently, staff have up-to-date knowledge about individual children and can plan carefully for the next steps in their learning.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the website meets statutory requirements, so that parents have a clear understanding of the school and its work
- a greater proportion of pupils achieve at a greater depth by moving them on to more challenging work quickly.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Leicester. This letter will be published on the Ofsted website.

Yours sincerely

Peter Stonier
Her Majesty's Inspector

Information about the inspection

During the inspection I held meetings with you, the deputy principal, and the senior leaders responsible for the early years, mathematics, English, special educational needs and/or disabilities and key stages 1 and 2. I also had a meeting with the chair of governors and the education director from the Krishna Avanti Trust. I visited all year groups with you and examined a range of pupils' books. I spoke with pupils informally during lessons and formally during an interview. I observed pupils' behaviour around the school, at the start of the school day and during lessons. I met with parents at the beginning of the school day and I took into account 91 responses to Parent View, Ofsted's online survey, the 85 responses to the Ofsted free-text service and the 24 responses to Ofsted's staff survey. There were no responses to the pupil survey. I examined a range of documents, including safeguarding records and policies, the single central record, the latest achievement information for the school, the school's self-evaluation summary and improvement plan, records of meetings of the governing body and information relating to pupils' attendance and behaviour.