



AVANTI SCHOOLS TRUST

Section 48 Inspection Report

Date: 4th July 2017

School Name: Krishna Avanti Primary School Leicester



This inspection was carried out under the section 48 of the Education Act 2005.

Address: Spencefield Lane, Leicester, LE5 6HN

URN: 136930

School Details

Type of School:	Primary 3-11
School Category:	Academy with Hindu designation
Gender of Pupils:	Mixed
Number on Roll:	300
Appropriate Authority:	Avanti Schools Trust
Local Authority:	Leicester
Principal:	Mr Denham Kite
School Address:	Spencefield Lane, Leicester, LE5 6HN
Telephone Number:	0116 241 9880
Email Address:	kapsleicester@avanti.org.uk
School Website:	http://avanti.org.uk/kapsleicester/

Information about the School

Avanti schools, designated as Hindu faith-schools, welcome children from all backgrounds and beliefs. The Trust schools and the Hindu Education Authority as the religious authority are inspired by and draw upon the teachings of Krishna Caitanya, as part of the same religious tradition as the International Society for Krishna Consciousness (ISKCON). This means that the nature of Collective Worship and Religious Education (RE) are broadly reflective of the practices and teachings of ISKCON.

The school opened in September 2011 and currently has 363 pupils on roll aged 4 to 11 years in 12 classes. There are two classes in each year group from Reception to Year 5 with a total of 167 girls and 196 boys. Around 10% of the pupils receive additional funding to support their learning from the Pupil Premium.

All of the pupils live within the Leicester area and come from working families with average incomes. Almost all the pupils are of Indian origin, with 6% coming from other ethnic backgrounds. Around 50% of the pupils have English as their first language with 45% also speaking Gujarati, many as a first language. The majority of pupils, 93%, belong to the Hindu faith whilst a small proportion of pupils are Sikhs (2.75%). Christians make up 0.8% of the pupils and other religions, 1.65%. No parents have requested withdrawal from acts of worship.

Lead Inspector: Srutidharma Das

Team Inspector: Richard Sachse

The inspection was carried out by two inspectors. The inspectors visited four PRE lessons or part lessons, and observed registration and acts of collective worship. They also observed lunchtimes and playtimes and spoke with pupils individually and in groups. They held meetings with the senior leaders, staff and parents. They looked at a range of documentation including pupils' written work, lesson planning, policy documents such as the Philosophy, Religion and Ethics (PRE) Curriculum, the school's self-evaluation and improvement plans. The Inspectors considered the results of a Section 48 Pupil Survey to which 76 pupils responded. The inspectors also looked at the school's previous Ofsted report, which took place in 2017.

Key Inspection Findings

1. How effective the school is in providing education for the Hindu life of the school?

The school provides pupils with an effective Hindu education, which in its entirety enables pupils to develop personal faith, a strong sense of spiritual and moral reflection and a deep respect for others.

What the school does well?

- It provides a strong sense of moral values and nurtures spiritual reflection and this leads to pupils' spiritual, moral, social and cultural development showing outstanding features.
- The PRE curriculum and teaching which has been recently invigorated with the appointment of a specialist teacher, enables pupils to deepen their understanding of their faith and consolidate a respectful appreciation of other religions.
- It provides an inclusive ethos where pupils from all backgrounds and religions feel welcome.
- It helps pupils develop a strong sense of personal spirituality and moral values, which they draw upon to guide their attitudes to learning and their conduct in daily life.

What the school needs to do to improve further?

Leaders should:

1. Ensure that the Collective Worship Policy of the Avanti Trust is followed in relation to prayers to be said three times daily;
2. Further improve teaching and learning by:
 - a. ensuring that the best teaching techniques are applied to the PRE curriculum including differentiation, targeted questioning and team teaching.
 - b. providing opportunities for pupils' independent research and presentation of pupils' knowledge and understanding of Hinduism.
 - c. Providing more opportunities for parents to be involved in collective worship and learn about the PRE curriculum experienced by their children.

SUMMARY OF INSPECTION JUDGEMENTS

How effective is the school in providing education for the Hindu life of the school?	Good
How effective are the leaders and members in developing the Hindu life of the school?	Good
How well does the school, through its distinctive Hindu Character, meet the needs of all learners?	Outstanding

What is the impact of collective worship on the school community?	Good
How effective is the Religious Education?	Good

2. How effective are the leaders and members in developing the Hindu life of the school?

School Leaders and members of the Stakeholder Committee are very effective in creating an ethos and a curriculum, which nurtures the Hindu life of the school. Character building is very much to the fore in all of the school's work and high achievement and good conduct is expected and abundantly evident. As a direct result of the work of the leaders and members and the quality of the curriculum, the pupils' spiritual, moral and social and cultural development shows outstanding features.

Pupils have access to a curriculum which provides information and opportunity for reflection on the Hindu faith and the life of Lord Chaitanya. They have regular collective worship in which they participate with great enthusiasm and obvious pleasure. They lead the prayers and chanting during many of the acts of worship and play musical instruments. They learn to meditate and have moments of quiet reflection, for example in Yoga. As part of collective worship the leaders of the school relate the moral tales and illustrate these with examples from daily life, drawing on their own experience of, for example, pilgrimages, and the experiences of the children.

Leaders recently conducted a survey of pupils' attitudes which shows that pupils;

- enjoy PRE lessons and learn new things about Hinduism every week,
- enjoy collective worship and school festivals,
- understand and enjoy learning about school values and British values
enjoy learning about other faiths,

Most significantly, pupils said they felt confident worshipping Krishna on their own and that the school makes them a better person. In discussion, pupils showed deep understanding of their faith and moral values and were very reflective on both these aspects. They said they would like more of the prayers and to lead more of the acts of collective worship themselves.

The school leaders foster good relationships with parents and the parents interviewed reported that they were very content with the school's ethos and character and had made a conscious choice for Krishna Avanti when other schools were on offer. They felt in some cases that they needed more information on when and how they could participate in collective worship and wanted to learn more about the school's PRE curriculum. They also reported that their children were bringing home information about Hinduism which added to their own knowledge and appreciation of the faith.

3. How well does the school, through its distinctive Hindu Character, meet the needs of all learners?

Through its Hindu character the school meets the needs of learners well, nurturing high achievement alongside personal development. It sets a solid foundation for the rest of their lives. The school's values of respect, integrity, humility, courage, empathy, gratitude and self-discipline are evident throughout the teaching, the acts of collective worship and the conduct of staff and pupils. Good examples were seen in the way pupils spoke about their teachers and the good teaching received. They said that they realised how much they had to be grateful for when considering the plight of refugees and those experiencing famine in their home country. Pupils could give examples of courage in sacred texts and also in daily life. In terms of British values they readily seized on the ideas of democracy and the rule of law and related these to their own elections for School Council and judicial enquiries into disasters. Pupils knew how to keep themselves safe, for example, when using the internet, how to deal with any oppressive behaviour and how to help newcomers to the school.

Pupils show a strong awareness of their own spirituality. Several pupils talked about praying when at home and calming themselves at night with chanting or when worried. They are able to explain in depth what faith means to them as individuals. Pupils' moral and social development is equally strong. Pupils have a good understanding of right or wrong. They treat one another with care and respect, for example, listening to one another's response to questions and building on what previous speakers have said in lessons and debates. In doing so they also show good self-discipline. Behaviour for learning is outstanding.

Pupils raise funds for charity and contribute to the life of the school through their roles as school councillors and other responsibilities. Pupils have good knowledge of other world religions and celebrate a range of festivals. They have a growing knowledge about the range of cultures and communities that exist within modern Britain and the wider world.

Newcomers to the school including those of different faiths are warmly welcomed and included in the life of the school. They are soon drawn into friendship groupings and if a non-English speaker, helped to access learning.

4. What is the impact of collective worship on the school community?

Collective worship has a profound and positive impact on the school community. It is a shared experience where leaders and pupils equally show their faith and exemplify the school's values. Pupils engage in acts of daily worship either as a Key Stage Group or in their individual classes. The pupils' response is wholeheartedly enthusiastic and meaningful. Pupils report how they value these sessions and wish that the whole school could come together more often although space is limited as the numbers grow. Prayers, in accordance with Trust Policy, are not always said three times per day. Pupils welcome the opportunities to take responsibility for instrumentation and leading the chanting and do so with confidence. There are celebrations of festivals from the other major religions. Collective worship in classes is equally enthusiastic and teachers often make links between

the themes and the lessons that follow. Pupils dress the deities in the Religious shrines in each class and treat these with respect. Adults dress the deities in the main shrine in the Assembly Hall. There are now after school clubs where the children are being trained to dress the deities in the main shrine which is a great step forward for the school.

5. How effective is the Religious Education?

Overall, the teaching of religious education is effective. The school follows the Trust PRE curriculum and scheme of work. Curriculum content is balanced between religious and moral stories which challenge the pupils to reflect and question their meaning and to relate the to everyday life. They learn about Krishna and his incarnations and are developing an understanding of their own spiritual journeys. They learn about other world religions and the important texts, symbols and beliefs of each, often drawing parallels and comparing traditions.

The new PRE teacher is dedicated and clear in his teaching. The pupils respond exceedingly well. However, teaching techniques could be improved further, particularly in relation to lower attaining pupils. Where team teaching is strongest as in Year 2 and Year 4, the most effective learning takes place. Innovative teaching techniques including the pupils' own research and organising lessons so that older pupils present to younger ones and their classmates would enrich the curriculum further. Personal reflective journals are very helpful. Some of the work in books shows a profound sense of spirituality in the life journeys the pupils are making. More of this type of work would be beneficial.

Leaders now need to monitor the quality of teaching and the use of a range of techniques in lessons. As the meaning of prayers is sometimes difficult for younger pupils to decipher, leaders should rehearse their meanings in PRE lessons prior to collective worship. As a suitable teacher has not been found, Sanskrit is not taught as yet. It would be advisable for teachers to keep diaries of spiritual reflections and Leaders should ensure that the Trust Policy on prayers is followed.

Views of Pupils, Parents and Carers:

The school is highly valued by its parents and pupils. They greatly appreciate the ethos and values it promotes, the behaviour and achievement it supports and the Hindu character. Parents like the fact that a vegetarian diet is provided and they appreciate that they are learning about aspects of religion from their children.

Parents said that they would like the school to provide more opportunities for them to be involved in collective worship and learn about the PRE curriculum experienced by their children.