

Inspection of a good school: Krishna Avanti Primary School

Spencefield Lane, Evington, Leicester, Leicestershire LE5 6HN

Inspection dates: 10 and 11 May 2023

Outcome

Krishna Avanti Primary School continues to be a good school.

What is it like to attend this school?

Krishna Avanti Primary School is happy and thriving. Pupils are proud of their school. One pupil, who has not attended the school for very long said: 'It feels like I have always belonged. Everyone has been very welcoming.' Pupils say that they feel safe.

The school's values, the 'Avanti Way,' underpin its work. Pupils know and understand the values. Staff have very high expectations of all pupils. They prioritise pupils' personal and academic development. Pupils have positive attitudes to their work. They are aspirational. Pupils want to excel.

Staff have created a calm and purposeful learning environment. They know how to maximise pupils' learning. Pupils' behaviour is exemplary. They are exceptionally well mannered. Pupils know what is expected of them. They have a clear understanding of difference and equality. One pupil said: 'We care for, and respect, everyone.'

Parents and carers are overwhelmingly positive about the school. One parent, typical of many, said: 'Me and my child like the values the school embeds, along with the teaching, learning and assessment. It is a fun, and happy environment in which I see my son flourish.' Parents feel well informed about their children's learning. They appreciate that staff are approachable.

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

Leaders have developed a strong curriculum in most subjects. They ensure that pupils build their knowledge and skills gradually over time. Many pupils remember what they have learned. For example, pupils recall learning about the artist, Cai Guo-Qiang. Other pupils can recall facts about creating sculptures using mixed media. They remember using everyday objects and pastels. However, there are inconsistencies in what some pupils can remember about their learning. In some subjects, leaders have not identified precisely the key knowledge that pupils need to learn.

Leaders are reviewing the school's approach to how the curriculum is taught. Leaders have rightly identified that in some subjects, the teaching of the curriculum does not consistently help pupils to know and remember more over time. In addition, leaders are developing a more consistent approach to checking pupils' learning.

Leaders promote a love of reading throughout the school. They ensure that there is a sharp focus on reading from the moment that pupils join the school in the early years. There is a consistent approach to the teaching of phonics. Teachers regularly check how successfully pupils learn new sounds. Teachers make sure that the books pupils read match the sounds they have learned. They are quick to provide support if pupils fall behind. Nothing is left to chance.

Staff's interactions with pupils are of high quality. They identify key vocabulary and then use it repeatedly to reinforce it. For example, teachers use mathematical vocabulary when discussing angles. Pupils successfully describe angles as acute, obtuse, right, straight and reflex. In the early years, staff ensure that number and pattern feature significantly throughout the learning environment. Staff model counting and ensure that children know the mathematical names of two-dimensional shapes.

Staff have good subject knowledge. They have an unwavering determination to meet pupils' needs. Staff take time to model the learning carefully. They check pupils' understanding before moving on. Leaders have recently established more rigorous systems to identify and meet the needs of pupils with special educational needs and/or disabilities (SEND). Staff provide strong support and ensure that resources are suited to these pupils' needs. They adapt their teaching, so that these pupils can access the curriculum.

Pupils' personal development is at the heart of the school's work. Leaders ensure that the curriculum extends well beyond the academic. Pupils know how to keep fit and eat healthily. A high proportion of pupils attend the wide range of extra-curricular clubs. Teachers make sure that pupils learn about different types of families and how people from different backgrounds live. There is some inconsistency in some pupils' knowledge of the fundamental British values and world faiths.

Teachers quickly establish clear routines in the early years. Pupils are a credit to the school. They behave well and focus during lessons. Pupils play happily together at breaktimes. Pupils learn about democracy through their school council. They learn about the rule of law. Leaders provide opportunities for pupils to carry out leadership roles. Pupils say that they enjoy being chosen as prefects, house captains and spiritual warriors.

Trustees and representatives of the Avanti Schools' Trust know the school well. Trustees fulfil their statutory responsibilities. Leaders work well with staff. They consider staff's well-being and workload. They provide regular training. Staff are overwhelmingly positive about the leaders and the support from the trust.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders provide regular training for staff. Staff know how to spot pupils who may be at risk. They pass on concerns promptly. Leaders support pupils' welfare. They work well with external agencies to provide additional help when needed. Record-keeping is comprehensive. Trust representatives regularly check the school's safeguarding procedures.

Pupils know who to go to if they have a concern. They know that staff take their concerns seriously. Leaders ensure that the curriculum provides opportunities for pupils to learn how to stay safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the planning and the delivery of the curriculum does not support pupils to understand and remember important knowledge. Pupils do not build up their knowledge as progressively in these subjects. Leaders need to refine their aims for the curriculum in some foundation subjects and ensure that teachers have the expertise to deliver the curriculum consistently well, including for those with SEND, and check that pupils understand and recall subject content.
- Staff regularly assess what pupils know in the core subjects. However, leaders have not developed assessment systems for the foundation subjects. As a result, teachers do not regularly check how successfully pupils access the wider curriculum. Leaders need to develop a consistent approach to assessment in the wider curriculum subjects and ensure that the use of assessment does not place unnecessary burdens on staff or pupils.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2013.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	136930
Local authority	Leicester
Inspection number	10227823
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	430
Appropriate authority	Board of trustees
Chair of trust	Mike Younger
Principal	Dravit Koorichh
Website	www.avanti.org.uk/kapsleicester/
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- The principal was appointed in August 2022.

Information about this inspection

The inspector carried out this graded inspection under section 8 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the principal, the assistant principals, curriculum leaders, the leader with responsibility for the provision for pupils with SEND and teaching and support staff.
- The inspector carried out deep dives in reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of

lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also spoke to leaders about the curriculum in other subjects.
- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- The inspector considered the responses to the online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. He also considered the responses to the staff survey and the pupil survey.

Damien Turrell, lead inspector

His Majesty's Inspector

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