

Krishna Avanti Primary School

Southbridge Place, Croydon CR0 4HA

Inspection dates

30 April–1 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The interim headteacher has been effective in ensuring that good standards have been sustained during a period of change and challenge.
- Parents, carers and pupils are overwhelmingly positive about the work of the school.
- Leaders and governors possess accurate and well-informed opinions about the school's effectiveness.
- Senior leaders have recognised the need to involve all staff in plans for improvement and to develop leadership as the school expands.
- The teaching of English and mathematics is typically good. Teachers ensure that pupils develop secure reading skills and teachers have high expectations for their writing.
- Teachers understand how assessment helps them plan and teach lessons. However, there is some inconsistency in how well teachers use assessment across the range of subjects taught.
- The curriculum is well considered and enables pupils to learn widely and often. It makes very good provision for pupils' spiritual, moral, social and cultural education. However, the sequence in which leaders intend learning to happen is not consistently clear or well implemented across all subjects taught.
- Pupils understand the school's values and bring them to life in the positive and gentle way they behave towards one another.
- Pupils' attendance is good. They can explain why they like attending so much.
- Children learn well in the Reception class. They make good progress because teachers have high expectations and teach basic skills in English and mathematics consistently well.
- Trustees and governors have a rounded, accurate and well-informed view of the school.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching and use of assessment so that pupils are very well challenged and supported.
- Ensure that the sequence in which leaders expect skills and knowledge to be taught is well understood and used consistently across the whole curriculum.

Inspection judgements

Effectiveness of leadership and management

Good

- The interim headteacher has skilfully and successfully led the school through a recent period of significant change and challenge. The permanent headteacher has recently returned on a part-time basis after a long absence. This has coincided with the school's move to its new purpose-built premises in September 2018. Despite these challenges, leaders and governors have ensured that pupils benefit from effective teaching and sustain good progress from their starting points.
- Leaders possess an accurate view of the school's strengths and weaknesses. The interim headteacher wisely expects all staff to see themselves as leaders and to contribute ideas to plans for improvement. This ensures that the capacity for leadership grows as the school expands.
- There are robust arrangements in place for monitoring the quality of teaching. Leaders use these well to check that established and new staff understand and implement the agreed approaches to teaching. These arrangements also allow leaders to make prompt, effective decisions about staff training and when to provide additional support for teaching staff.
- Leaders and governors are making effective use of additional funding for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). They make very thorough checks on the progress of these pupils. As a result, leaders identify barriers to pupils' learning promptly. This ensures that these pupils sustain good progress over time.
- Leaders also use the primary sport premium funding to enhance the quality of specialist teaching of physical education and to make sure that pupils have good equipment, which enables them to enjoy active playtimes.
- Leaders are very clear about what they expect pupils to learn. As a result, the curriculum is intended to ensure that teachers place a priority on developing pupils' reading skills. Leaders have wisely taken account of the needs of the vast majority of pupils who speak English as an additional language when designing the curriculum. However, more needs to be done to ensure that the order in which skills and knowledge are taught is clear and effective. This is especially important as the school develops its curriculum plans for its first Year 3 class in September 2019.
- Pupils are well served by the opportunities leaders provide to develop their spiritual, moral, social and cultural experiences and knowledge. Specialist teachers help pupils learn interesting skills in yoga and the Sanskrit language. Pupils learn in depth about a wide range of religions. Leaders expect teachers to provide follow-up activities when pupils go out of school on visits. This ensures that teachers know how well pupils are remembering intended learning and developing their understanding of British values. Parents are particularly appreciative of the wide range of enrichment activities offered by the school during and after the school day.

Governance of the school

- The trust, of which the school is a member, has appointed a 'stakeholder committee' to provide challenge and support for leaders. Representatives on this committee have an extensive and well-informed understanding of the school's effectiveness.
- The arrangements for governance within the trust also include a director of education and a school improvement adviser. The trust takes effective action to seek a rounded and balanced view of the school's effectiveness. Its representatives communicate regularly with the stakeholder committee, which they regard as their 'eyes and ears'. As a result, the trust has offered very effective support and challenge for leadership, particularly in the recent period of change.

Safeguarding

- The arrangements for safeguarding are effective. The agreed policies and procedures are clearly understood by staff. Leaders ensure that new staff receive help and advice in learning what their role is in these procedures.
- Current pupils are typically knowledgeable about how to stay safe and what to do if they need help. Pupils and parents are confident in the school's safeguarding arrangements. Leaders and governors know about the predominant risks which may face pupils as they get older. Leaders' intentions for further developing the curriculum take account of this.
- Leaders and governors work well together to evaluate safeguarding arrangements. They seek external views on their quality of arrangements and act promptly on any recommendations made. The checks on the suitability of staff meet statutory requirements. Training is well planned and recorded. Leaders expect staff to demonstrate their use of this training when their work is subsequently monitored.

Quality of teaching, learning and assessment

Good

- Teachers and additional adults are typically successful in encouraging pupils to develop good work habits and sustain concentration in lessons. When speaking about what they like about school, pupils frequently mention the lessons they receive in a wide range of subjects.
- Teachers are skilful and effective in helping pupils write clearly and accurately. Teachers expect pupils to write at length in a wide range of subjects. They sensitively challenge pupils when they make spelling mistakes or get confused about grammar or punctuation. These high expectations ensure that pupils typically improve the style and organisation of their writing during each topic.
- Leaders insist that teachers place a strong emphasis on the teaching of reading and expect them to teach phonics accurately. Pupils who read to inspectors showed that they can try to pronounce unfamiliar words confidently. Teachers also make sure that pupils select appropriate books for their current reading ability. Teachers work closely with parents to ensure that pupils continue their reading at home.
- In mathematics, pupils' work shows that teachers encourage pupils to apply their skills to solving problems when pupils are ready.

- There is very effective support for pupils with SEND. Timetables and resources are adapted well to make sure these pupils can make the progress of which they are capable. Teachers act on the good advice provided by specialist professionals consistently.
- Across the whole range of subjects taught, teachers ensure that pupils acquire a broad range of skills and knowledge. However, there is some inconsistency in how promptly teachers use assessment to provide further challenge and support for pupils when needed.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The curriculum is implemented effectively and ensures that pupils understand the school's values. For example, pupils realise they can demonstrate integrity by continuing to cooperate even when they think adults are not watching them.
- Pupils learn to take increasing responsibility as they get older. Some pupils in Year 2 help with the supervision of younger children when they visit the rooftop playground.
- There are good opportunities for pupils to learn how to choose healthy foods and become aware of how physical activity can promote their well-being. As a result, pupils can explain the healthy choices they make.
- The school provides lessons to help them learn how to stay safe. As a result, pupils are confident that the school is a safe place to be. However, some pupils find activities aimed at helping them to stay safe when using the internet less memorable.

Behaviour

- The behaviour of pupils is good. They work very hard in lessons and demonstrate great respect for their teachers. As a result, learning is rarely interrupted by poor behaviour. Some pupils do need reminders about how to listen well but respond to these very positively.
- In and out of lessons, pupils consistently cooperate well, acting with kindness and gentleness towards one another.
- Pupils and parents are typically very positive about standards of behaviour. The school's own records and analysis of behaviour endorse that incidents of poor behaviour are rare.
- Attendance is well above the national average for similar schools and has improved even more in the current year. Leaders' excellent relationships with parents ensure that, when pupils do miss school, their attendance rapidly improves.

Outcomes for pupils

Good

- Pupils typically sustain good progress over time in English and mathematics from all starting points. The work of current pupils in key stage 1 demonstrates that they are typically working at least at the standards expected for their age.
- The most able pupils sustain good progress from their higher starting points over time. However, the progress of these pupils is weaker when teachers' skills in using feedback from pupils are not developed enough to know when to introduce greater challenge.
- The systematic and consistently effective teaching of reading ensures that pupils make excellent progress over time. The proportion of Year 1 pupils reaching the expected standard in phonics exceeds the national average. All pupils are on track to be able to read with the skills expected of their age by the time they begin Year 3.
- Most disadvantaged pupils are making similar progress to that of their peers nationally. Those who have progressed less well over time are improving because of regular and effective monitoring by leaders.
- The small number of pupils with SEND make consistently good progress across a range of subjects.
- Pupils who arrive at the school speaking little English make particularly strong progress. As a result, they rapidly catch up with others in their class.
- Pupils benefit from effective teaching across a range of subjects. This enables them to acquire skills and knowledge well over time. For example, pupils can typically recognise and write a range of words and phrases in Sanskrit by the time they reach Year 2. However, the quality and range of evidence that teachers and leaders use to decide how well pupils are learning vary across the range of subjects taught.

Early years provision

Good

- Children usually enter the early years with skills that are typical for their age. The proportion achieving a good level of development has been sustained above the national average since the school opened. About one in three children exceeds a good level of development in some areas of learning. This represents good progress over time and ensures that children are well prepared for Year 1.
- Leaders make regular and well-informed checks on the accuracy and skilfulness of teachers' assessment of children. This includes the involvement of people from outside the school to verify leaders' findings. As a result, children benefit from a good range of activities and lessons which have been well planned to meet their needs.
- The teaching of reading, writing and mathematics is effective. Adults demonstrate consistently accurate teaching of phonics. They encourage children to recognise the link between reading and writing. The quality of current children's writing seen on inspection was consistently high. Leaders have high expectations and children are dedicated to living up to them. They enjoy excellent relations with parents, which allows them to work together so that parents contribute well to their children's learning.
- Safeguarding is effective. The purpose-built Reception Year area is secure and

welcoming. Children quickly learn about the school's values when they arrive and, as a result, show confidence in behaving in a safe, cooperative way. Leaders make sure that staff are aware of how to pick up any changes in pupils' behaviour which may give an early warning of a potential concern. Parents who spoke with inspectors were overwhelmingly confident about safeguarding arrangements.

School details

Unique reference number	142861
Local authority	Croydon
Inspection number	10088851

This inspection of the school was carried out under section 5 of the Education Act 2005.

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	76
Appropriate authority	Board of trustees
Chair	Asish Soni
Headteachers	Uma Pandya (interim) and Peter Burton
Telephone number	0208 353 4253
Website	www.avanti.org.uk/kapscroydon
Email address	kapscroydon@avanti.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Krishna Avanti Primary School opened in September 2016. It is part of the Avanti Schools multi-academy trust, which includes six other schools. The school moved to its new purpose-built premises in September 2018.
- The school is a faith-based school, expressing a broad-based Hindu observance underpinned by the Chaitanya Hindu tradition. Nearly all pupils speak English as an additional language.
- A smaller than average proportion of pupils are entitled to the pupil premium.
- The school has a smaller than average proportion of pupils with SEND.
- The current headteacher was appointed in January 2017. At the time of the inspection, he had very recently returned to work on a part-time basis after a period of absence in the previous term. During his absence, the trust appointed an interim headteacher who continues to lead the school.
- The school does not operate from any additional premises. Trustees are responsible for

an after-school club which operates from the premises.

Information about this inspection

- Inspectors visited all classes, often alongside a senior leader, in order to look at pupils' work and observe them learning. A wide range of pupils' work was scrutinised.
- Inspectors looked at documents and records related to safeguarding, school improvement, assessment and curriculum planning.
- Inspectors spoke to pupils, heard some of them read and observed them during breaktime. An act of worship and lunchtime arrangements were also observed.
- Inspectors took into account the school's own recent survey of pupils' views and spoke to a number of parents at the beginning of the second day of the inspection. The 28 written responses to the online Parent View survey were also considered. There were no responses to the staff or pupil surveys.

Inspection team

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Her Majesty's Inspector

Milan Stevanovic

Ofsted Inspector

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