

Inspection of Avanti Fields School

21 Furrow View, Leicester LE5 0BX

Inspection dates: 25 and 26 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy attending this school. They describe the school as having an inclusive and accepting culture. Pupils have positive relationships with staff. Leaders have created an environment in which pupils feel safe and happy.

Most staff have high expectations of pupils. Leaders have embedded what is commonly known as the 'Avanti Way' throughout all aspects of school life. This shared vision promotes educational excellence, character formation and spiritual insight. Pupils benefit from this approach. They become well-rounded individuals.

Pupils proudly display the many badges they have earned through demonstrating leadership. There are many opportunities for pupils to contribute to school life. As one pupil put it, 'Teachers support us to become upstanders, not bystanders.' Pupils know what bullying is; they are confident in calling it out and they know teachers will deal with it.

Children in the early years thrive. They are extremely well supported with love and care. They benefit from an exceptional curriculum that prepares them for the next stage. Leaders have ensured that there is no ceiling to learning for children in Nursery and Reception years.

Many parents and carers would recommend the school. They value the high-quality education that their children receive, and the caring ethos of the school.

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

Leaders have developed an ambitious curriculum for all pupils. The curriculum includes all subjects that are in the national curriculum. Pupils also study Sanskrit and yoga. At key stage 4, many pupils study a modern foreign language and all pupils study philosophy, religion and ethics. Pupils benefit from the highly academic core curriculum.

Teachers have considered what they want pupils to know and remember. Most subjects are planned to ensure that pupils build on what they already know. In these subjects, pupils gain a depth of knowledge and understanding. In a small number of subjects in key stage 3, the curriculum is not as well developed as it is in other areas. Some pupils do not always effectively build on what they know as a result.

Leaders have provided training to support all teachers to ensure that they help pupils know and remember more. Teachers have strong subject knowledge. They use modelling well to present information. They use questioning effectively to check that pupils understand. Teachers' choice of activities often allows pupils to learn the curriculum. However, there are occasions when the activities that some teachers choose do not precisely match the intended learning. When this occurs, pupils do not all learn as well as they should.

Leaders have prioritised reading. Children start to learn the sounds that letters make as soon as they start in the early years. Staff in the early years are early reading experts. The consistent and effective approach that they use helps children become fluent readers quickly. Assessment is well used to identify children at risk of falling behind. Teachers use effective and expert intervention to ensure that all children keep up with the reading programme.

Pupils at the early stages of reading at key stage 3 are further supported in improving their reading ability. Where necessary, leaders provide additional time for pupils to study an age-appropriate phonics programme. Older pupils in key stage 4 support pupils in key stage 3 to develop a love for reading, through the reading ambassador scheme. Confident readers in the secondary phase spend part of their lunchtime in the Reception phase helping children read.

Leaders ensure that teachers support pupils with special educational needs and/or disabilities (SEND). Teachers are aware of the needs of all pupils. Teachers use their training well to adapt teaching and the curriculum so pupils with SEND can achieve well. Pupils with SEND comment positively on the support they receive from their teachers.

Many pupils behave extremely well at this school. Lunchtimes and breaks are calm and orderly. Pupils show positive attitudes to learning. However, some pupils say that some teachers' expectations are not consistently high. This leads to small numbers of pupils not behaving as well as they can.

Regular affirmations help pupils reflect how they can be 'the best version of themselves'. The personal development curriculum prepares pupils to become responsible, respectful citizens who will be able to take their place in society. Leaders ensure that pupils are well informed about their options when they leave the school in Year 11. Pupils are developed to be active and healthy individuals. They also learn how to stay safe.

Leaders self-evaluate the school's provision with accuracy. Most staff agree that they are proud members of this school. The vast majority of staff feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Teachers have a strong understanding of their role in safeguarding pupils. Leaders have trained all staff well to recognise the signs that a pupil might be at risk. All staff know how to record and report concerns about pupils swiftly.

Leaders have increased capacity to safeguard pupils as the school grows. Leaders ensure that they hold detailed records of concerns. The actions they take are appropriate and well documented. They are quick to engage external services when needed.

Trustees seek robust and regular assurances that the culture of safeguarding at the school remains strong. They understand their statutory safeguarding responsibilities.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, some teachers do not use activities that are precisely matched to help pupils learn the intended curriculum. Some pupils do not learn as well as they should as a result. Leaders should ensure all teachers consistently use the most appropriate activities so pupils learn as well as they can.
- In a small number of subjects in key stage 3, the curriculum is not as well developed as in other subjects. As a result, opportunities for pupils to build on what they know are not maximised. Leaders should ensure that further curriculum development in these subjects focuses on ensuring that the curriculum allows pupils to build on their knowledge progressively.
- Some staff do not always follow the school's policy to manage behaviour and maintain high expectations. On occasions, a small number of pupils do not behave as well as they can. Leaders should ensure all staff follow the agreed approach to manage behaviour so that expectations are consistently high.

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	143679
Local authority	Leicester
Inspection number	10254750
Type of school	All-through
School category	Academy free
Age range of pupils	3 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	961
Appropriate authority	Board of trustees
Chair of trust	Mike Younger
Principal	Vanessa Bardsley
Website	avanti.org.uk/avantifields
Date of previous inspection	Not previously inspected

Information about this school

- Avanti Fields School is an academy free school with a Hindu religious character. The school has not yet had its first section 48 inspection.
- The school uses two unregistered providers to provide some education to a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school is an all-through school. It did not have any pupils in key stage 1 and key stage 2 at the time of this inspection.
- The principal took up her substantive role in August 2022.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, English, mathematics, history and geography. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.
- The lead inspector listened to a sample of children in the Reception Year reading to a familiar adult.
- Inspectors visited a range of lessons in other subjects.
- Inspectors met with leaders responsible for: behaviour; personal development; the early years foundation stage; the provision for pupils with SEND; the pupil premium and the provision for looked after children.
- Inspectors met with groups of pupils from key stages 3 and 4.
- The lead inspector met with the safeguarding leader to discuss the actions taken to keep pupils safe. He reviewed a range of documents related to safeguarding, including the school's single central record.
- The lead inspector reviewed a range of documents, including the school's self-evaluation and improvement plan.
- The lead inspector met with members of the chair of trustees.
- The lead inspector met with delegates of the trust's executive team.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff and pupil questionnaire.

Inspection team

Rakesh Patel, lead inspector	His Majesty's Inspector
Peter Monk	Ofsted Inspector
John Morrison	Ofsted Inspector
Janis Warren	Ofsted Inspector
Martin Fitzwilliam	Ofsted Inspector

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