

Inspection of Avanti Gardens School

College Road, Bristol, BS16 2JP

Inspection dates: 6 and 7 February 2024

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

The principal of this school is Harry Penny. This school is part of Avanti Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nitesh Gor, and overseen by a board of trustees, chaired by Michael Younger.

What is it like to attend this school?

The school has high expectations of pupils' achievements and conduct. Pupils live up to these expectations. In the Reception year, children form good habits for learning together. Pupils, of all ages, have positive attitudes to learning and follow routines well. As a result, the school has a calm and orderly atmosphere.

Pupils value how the school celebrates their individual and collective achievements, such as flying a winning 'house' flag each term. This helps pupils learn to co-operate and recognise each other's strengths.

Pupils know how to be active citizens. They are knowledgeable about sustainability, such as through each receiving a sapling to learn about how trees grow. Pupils develop an understanding of democratic processes by voting for a 'prime minister' and 'deputy'. Pupils in these positions gain a useful insight into leadership and how to represent others.

Pupils understand what is meant by spirituality. They consider moral questions through a weekly philosophical question, for example. Pupils discuss and debate such issues in a considered way. Pupils know how to care for their minds and bodies through weekly singing and yoga, for example.

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

Pupils learn a broad and ambitious curriculum. The curriculum has been ordered in way that supports pupils to build their learning on what they already know and can do. Children in the Reception Year get off to a strong start. The school prioritises the development of their communication and language skills. This prepares them well for key stage 1.

For each subject curriculum, the school has outlined the most important knowledge and skills that pupils should learn. Leaders have identified that, in some subjects such as mathematics, older pupils have gaps in their knowledge. This is reflected in published outcomes at key stage 2 which are below what is typical nationally. In response, the school has made changes to the curriculum to remedy where gaps in knowledge exist for current pupils. Some subject curriculums have therefore been put in place recently. Where this is the case, the impact on pupils' ability to build their knowledge and skills securely over time is not fully realised.

Teachers have the subject expertise they need. Teaching helps pupils to remember important information. If pupils have misconceptions, these are quickly corrected. In the Reception Year, there is a sharp focus on the vocabulary that children need to understand. This provides them with a strong foundation for future learning.

Pupils learn how to read as soon as they join the school. In the Reception Year, they get to know some stories very well. The youngest children quickly learn the phonic knowledge required to read accurately. They read books which are well matched to

the sounds they are learning. Pupils demonstrate increased fluency as they follow the reading curriculum. However, there is further work to do to embed a strong culture of reading for enjoyment in the school.

The school identifies accurately the needs of pupils with special educational needs and/or disabilities (SEND). Younger pupils are typically supported well. However, at times, some older pupils with SEND find it difficult to follow the curriculum successfully as teaching does not fully consider what they know and understand.

The school has considered thoughtfully the context of the school when planning the curriculum. In history, for example, pupils learn about local immigration. They learn about different faiths and religions, hearing first-hand from those who practise themselves, for instance.

Most pupils attend school well. The school encourages good attendance and punctuality. It takes action to help pupils to improve their attendance, where necessary. This work is beginning to have a positive impact, but more work is required to ensure that all pupils attend regularly.

The school is ambitious for pupils' wider development. Most pupils take part in activities that develop their talents and interests. These range from cooking club to 'kids with bricks' and from martial arts to musical theatre.

There is an effective personal, social and health curriculum. Pupils develop an age-appropriate understanding of healthy relationships, for example. Children in Reception learn how to share and take turns. This provides them with a strong footing for their social development. Pupils, of all ages, learn how to keep themselves safe, including when online.

Trustees fulfil their role effectively. They ensure that the school is held to account for the actions it takes and that resources are well managed. Trust and school leaders have focused strongly on making improvements to the curriculum. They have planned professional development carefully to support this. This has enhanced teachers' expertise to teach the curriculum effectively. This work has resulted in notable improvements to the quality of education that current pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum has been put in place recently. Where this is the case, pupils do not demonstrate detailed subject knowledge and skills. Leaders

should ensure that the new curriculum is implemented and assessed effectively, so that pupils build secure knowledge and skills in every subject over time.

- The needs of some pupils with SEND are not met well enough. The school does not identify pupils' next steps in learning with sufficient precision so that they are helped to build their knowledge cumulatively. The trust and school should ensure that the curriculum is planned in a way that supports all pupils with SEND to follow the curriculum successfully.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147652
Local authority	Bristol City of
Inspection number	10298092
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	267
Appropriate authority	Board of trustees
Chair of trust	Michael Younger
CEO	Nitesh Gor
Principal	Harry Penny
Website	www.avanti.org.uk/avantigardens
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Avanti Schools Trust.
- The school uses one unregistered alternative provider.

Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- This was the first inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met representatives from the board of trustees, local governors and trust leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors 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.

- Inspectors spoke with senior staff about the curriculum and provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

James Oldham, lead inspector

His Majesty's Inspector

Helen Springett

Ofsted Inspector

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