

Inspection of Avanti Park School

Avanti Park School, Park Road, Frome, Somerset BA11 1EU

Inspection dates: 20 to 21 February 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The Principal of this school is Abby Atkins. 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?

Pupils flourish at Avanti Park School. Staff nurture pupils and know them well. There are very high expectations of what pupils can achieve academically and of who they can become. Pupils' achievements have improved rapidly in many areas of the curriculum.

Warm, friendly relationships underpin a calm and joyful atmosphere. Pupils are polite and considerate. They listen attentively to their peers and to staff. Behaviour is exemplary. As a result, pupils learn without interruption. They feel safe and happy at school. Attendance has improved significantly because pupils enjoy being at school.

Pupils have many opportunities to explore their passions and interests, and to develop new ones. Pupils take part in a multitude of clubs and trips. The school ensures that pupils with special educational needs and/or disabilities (SEND) or who are disadvantaged can take part. Those in the primary phase enjoy outdoor education as part of their curriculum.

All aspects of the curriculum develop pupils understanding of other cultures and of important concepts such as spirituality and equality. The school 'virtues' support pupils' character and moral development. Pupils are kind, thoughtful and eager to contribute within the school community and beyond.

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

The curriculum is broad and highly ambitious for all pupils. Staff understand exactly what pupils need to know and remember. They ensure that pupils recall important learning often and apply what they know. Consequently, pupils remember what they have learned and build on this knowledge. The early years curriculum is broad and rich. It promotes a love of learning and prepares children well for key stage 1.

Teachers use their expert knowledge of the subjects that they teach to explain new learning clearly. They help pupils to link new content to what they already know. Teachers rapidly identify gaps in pupils' knowledge or skills. They ensure that they revisit areas where pupils have not learned enough. Pupils, including those with SEND or pupils who are disadvantaged, have begun to know and remember more. However, pupils do not yet consistently achieve the best possible outcomes. The quality of pupils' written work does not reflect what pupils know and can do. The curriculum is relatively new so pupils have not yet had time to fully learn all that leaders intend.

Children in the early years make a strong start with phonics. The books they read help them to practise the sounds they know. Most learn to read quickly. Pupils who do not read well get precise support to improve their accuracy, fluency and comprehension. Teachers take every opportunity to broaden pupils' vocabulary. The

books chosen by the school help pupils to understand other cultures and diverse backgrounds.

Pupils are keen to do well. They work hard, concentrate well and are eager to participate. Pupils persist with learning, even when they are finding it challenging. Children in the early years learn the routines and behaviours that will enable them to succeed. Staff show pupils of all ages how to behave well, and how to respond if they have not met the high expectations of them. The school 'virtues' develop pupils' character in a way that contributes strongly to the excellent standards of behaviour.

Personal, social, health and economic education (PSHE) is highly valued by pupils. They learn how to stay safe, including online, and how to protect their own mental and physical health. Discussions and debates enable pupils to share their opinions and hear the perspectives of others. Pupils are respectful and tolerant. They enjoy learning about other faiths and taking part in festivals that celebrate other cultures.

High quality careers information begins from an early age. Pupils learn about different jobs and the options open to them when they finish school. Those moving to upper school appreciate the support they get.

A plethora of leadership roles enable pupils to develop their sense of responsibility and contribute to the school. House captains, sports leaders, student council member, playleaders and reading ambassadors are positive role models. Elections for these roles introduce pupils to the concept of democracy.

Leaders have made rapid and significant improvements, supported by the trust. Many pupils, staff and parents speak of the transformation of the school. The school has been careful not to increase staff workloads while raising standards. Staff have the knowledge, confidence and time to perform their roles to a high standard as a result of leaders' actions.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The quality of pupils' written work does not always enable them to show all they know and can do. Consequently, pupils do not achieve as well as they could in all areas of the curriculum. The school needs to continue its work to improve pupils' writing so that their work better reflects the high-quality curriculum that they learn.

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	147651
Local authority	Somerset
Inspection number	10298091
Type of school	Middle deemed primary
School category	Academy free school
Age range of pupils	4 to 13
Gender of pupils	Mixed
Number of pupils on the school roll	488
Appropriate authority	Board of trustees
Chair of trust	Michael Younger
Principal	Abby Atkins
Website	avanti.org.uk/avantipark
Date(s) of previous inspection	Not previously inspected

Information about this school

- The school uses five unregistered alternative provisions for a small number of pupils. These pupils attend Avanti Park School for most of their education.
- Avanti Park School opened in November 2019. When its predecessor school, Steiner Academy Frome, was last inspected by Ofsted, it was judged to be inadequate.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine 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 carried out deep dives into these subjects: Early reading, mathematics, history and music.

- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector/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.
- An inspector contacted some of the alternative providers used by the school.
- An inspector met with a Trustee and with the Education Director for the trust.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online survey. Inspectors also spoke to pupils and staff in meetings and around the school site.
- Inspectors also visited PSHE lessons, tutor times and some intervention lessons for pupils with SEND.

Inspection team

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
Malcolm Willis	Ofsted Inspector
Paula Marsh	Ofsted Inspector

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