

Avanti House School SEF: v2

Context : The context of the school

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Avanti House School is an all-through, 4-19, Hindu Faith-Designated Free School that opened in September 2012 with 90 (PAN 180) year 7 students and 60 Reception students. At the time there was no secured permanent site(s) with planning permission for either an all-through school or a split-site primary secondary. This remains the case in February 2015. It was not certain at the time, even whether the school would be Harrow or neighbouring Barnet-based. It is now destined to be a permanent school within the London Borough of Harrow but without a site large enough for 1680 pupils and students (6 form-entry secondary (including sixth form) and 2 form-entry primary), the school is destined to be split-site.

The primary school (now 180 pupils Reception-Year 2) and currently, temporarily housed in Portakabins on a large secondary site in Brent will move, subject to several planning applications, to a leased site on Common Road in Stanmore. One of these planning applications has already faltered due to community opposition, with a decision deferred to March 11th. This facility is due to undergo a £2 million investment over the next 18 months and it is where the current secondary school of 320 year 7-9 is temporarily hosted.

The permanent site for the secondary school is currently deemed to be a £25 million new-build on Whitchurch playing fields in Stanmore - again, subject to a successful planning application in July 2015. Building contractors are now engaged in this process and the school/Avanti Schools Trust are about to go, via the EFA into public consultation. The rising-to 500 year 7 - 10 secondary students (September 2015) and then close to 700 year 7-11 (September 2016) are now confirmed to be hosted, from September 2015, at the former Heathfield site in Pinner, Harrow. The lease for this site is held by the newly formed Pinner High School Trust who plan to open a Free School at the site in September 2016. The intention is that we will co-locate with Pinner High School for the second year, until our new build is released (earliest December 2016 - likely April-June 2017).

Our intake is primarily of Hindu Indian extraction (95%) with a low proportion of families entitled to Pupil Premium Funding (Ever 6 7%) and a low compared to national benchmark proportion of SEN(D) students (around 6% SA+ and Statements). Attainment on entry is slightly above national averages resulting in FFT-D (Top 25%) projections of 5A*C including English and mathematics by the end of KS4 at around 85%. Around 55% of pupils and students have English as an additional language. The first two secondary intakes (currently years 8 and 9) were half-PAN at around 90 students. The third intake, this year, rose to 144. Applications for September 2015 year 7 intake (based on first and second choices and compared to previous years) suggests that we shall secure between 170-180 students. However, the impact of our unexpected, fixed-term move to the Heathfield site at Pinner is hard to predict. For Reception, we anticipate a full intake of 60 in September 2015.

Both the primary and secondary settings have gone and continue to go through a considerable amount of disruption and extreme uncertainty - even to the point of whether or not the school might be at risk of closure. There is much to be learned about opening a Free School without having secured a permanent site - especially one which has demonstrated its clear and growing popularity with parents and children. The longer term impact of the disruption and uncertainty is again hard to measure. However, external and internal review of our core business, teaching and learning, suggests that we continue to provide for a good education, with many excellent features.

The current facilities in the primary setting are limited to a classroom for each class and a multipurpose double classroom (hall) with very limited outdoor space. There are no break out rooms and this creates real challenges - particularly for two specific SEN pupils who require a great deal of 1:1 care. At secondary, classrooms are mostly very small and so classes of larger than 26 are not possible. The number and type of classrooms alongside the lack of sports provision place an enormous constraint on the curriculum - now for 320 years 7-9. The location of the site also requires a Travel Plan and traffic management that takes up a disproportionate amount of time for senior and other staff - particularly at the end of the day. It cannot be overstated, the facilities challenges faced - particularly at secondary - in the current year 2014/15 are extremely high. However, the staff are as resilient as they are creative. Additionally, in May-July, classrooms will be taken out of action to allow for building works to be carried out to convert the site in readiness for primary occupation in September 2015.

The senior executive team (SET) are as follows:

Principal:	Mark A Bennison (also Senior Education Officer - Avanti Schools Trust)
Deputy Principal:	Nadira Morris (Standards, quality assurance, performance management, CPD)
Assistant Principal:	Richard Halliday (Head of School - Primary Phase)
Assistant Principal: (April 15)	Paul Nash (Director of Artistry - specialism)
Director of Finance:	Upendra Kalan (Also business operations - safety, catering, cleaning)
Senior Leader:	Susi Pinkus (Director of Inclusion)
Senior Leader:	Fiona Dunckley (Climate for Learning & Head of Year 7)
Senior Leader (Maternity):	Joanne Quelch (Data for learning, achievement & Head of Humanities)
Head of Technology:	Vinay Patel

The Middle Leadership Team (**Extended Senior Leadership Team** (secondary) from September 2015) also includes

Head of English:	Meera Vasudeva
Head of Mathematics:	Vanessa Bardsley
Head of PRE & Year 9:	Andrea Kahn
Head of Science:	Kavita Patel
Head of MFL:	Severine Justine
Head of PE:	Luke Hindes
Head of Art:	Aarti Devalia
Head of Year 8:	Adriane Martini

Student surveys (from October 2015 onwards), carried out during faculty review, demonstrate an overwhelmingly positive response to the education provision at Avanti House School - with some clear indication from them of where and how things the provision could be improved. Whilst students have been highly involved in both the appointment of new staff and hosting visitors this year, the new Deputy Principal (January 2015) is set to relaunch Student Voice to tap into some of this excellence.

Whilst Parent View indicates that parents and students are very happy with the provision, it is clear that the limitations of the current facilities, coupled with the frequent movement of site every 1-2 years and the lack of development and even any real certainty around permanent site provision

(for both secondary and primary) is quite understandably infuriating a large number of otherwise highly resilient and supportive parents. This all presents a significant risk to the school and ultimately to business continuity. However, my own lobbying aside - which is relentless - these problems and the solutions to them lie entirely outside of the control of the school itself. Staff feel very much the same as parents - and compounded by our very limited and barely adequate, existing facilities for the children we serve in 2014/15, at both secondary and primary, this is having something of a negative impact on morale. Although things look to settle in the months ahead and staff are incredibly loyal to our children and to the vision, there is a risk that this all begins to manifest itself in related staff-turnover. Our Risk Register for Infrastructure outlines the mitigation that we are endeavouring to put in place in this challenging context.

Achievement: Pupils' achievement

Pupils' achievement

	1	2	3	4
Suggested grade:		X		

Evidence that supports this judgement

Students' achievement in all areas at Key Stage 1 and in all subjects at Key Stage 3 is good and in mathematics at Key Stage 3, it is outstanding. There are also examples of excellent achievement across other areas of the curriculum. This takes into account the prior attainment of learners and also considers learning and achievement over time.

As evidenced through progress reviews and faculty evaluations, progress across year groups in a wide range of subjects, including English and mathematics, is consistently strong and evidence in students' work indicates that most achieve well. The proportions of the majority of students making and exceeding expected progress in English and mathematics are mostly above national figures and for the disadvantaged students on our roll, the proportions are similar to or higher those for other students nationally and in the school. The progress trajectory at key stage 3, in core and the majority of other subjects is such that, if achieved, results will place the school in the top 10-25% of similar schools nationally (based on FFT). For primary, achievement data suggests that at key stage 1, students will achieve at above national average levels. Students read widely and often and quickly acquire knowledge and skills in a wide range of subjects. Students are always well prepared for the next stage of education - this is being seen currently in both the launch of the Key Stage 4 options process and in the lead up to end of KS1 testing.

On the issue of prior attainment, although a cohort of average ability that is higher than national, the typical Avanti House intake, both at Reception and in year 7, covers a range of abilities; a robust approach to personalising the curriculum is required to meet the needs of all. We feel that this is partly in place with work still to be done (see Teaching section).

To exemplify the ability profile at Avanti House School (secondary), on the basis of prior attainment at KS2, FFT estimates that the current students *should be able* to attain the following outcomes (if they perform at the 25th percentile for similar schools nationally - i.e. FFT-D). The Fischer Family Trust also predicts no significant differential for gender and similar expectations for all three year groups currently on roll. The school recognises that this will need to be translated into new benchmarks (Progress/Attainment 8 and the use of 1-9 in English and mathematics) - it is presented here simply to set the scene for expectation.

Year 9 83% 5A*C including English and mathematics by the end of key stage 4
83% 3+ levels of progress in English (KS2-4)
82% 3+ levels of progress in mathematics (KS2-4)
47% 4+ levels of progress in English (KS2-4)
47% 4+ levels of progress in mathematics (KS2-4)

Year 8 86% 5A*C including English and mathematics
86% 3+ levels of progress in English (KS2-4)
83% 3+ levels of progress in mathematics (KS2-4)
54% 4+ levels of progress in English (KS2-4)
50% 4+ levels of progress in mathematics (KS2-4)

Year 7 84% 5A*C including English and mathematics
83% 3+ levels of progress in English (KS2-4)
83% 3+ levels of progress in mathematics (KS2-4)
50% 4+ levels of progress in English (KS2-4)
49% 4+ levels of progress in mathematics (KS2-4)

These data are presented to demonstrate the relatively high attainment on entry of learners. More detail can be found in the FFT summary downloads for estimating KS3 and KS4 outcomes.

To evidence our judgement of good achievement - since the arrival of the new Principal last September, **targets** both at KS1 and KS3 have been revisited and having previously been based (at KS3) on MIDYIS are now set to be more aspirational and aligned to prior attainment at KS2. There have also been, in secondary, assessment review checks in October and in February (Progress Reviews 1 & 2 (PR1 & 2) of 5. In tandem with this there has been an ongoing programme of self review - of teaching, learning, leadership, behaviour and student voice - across most of the secondary faculties. These have provided evidence that achievement in the secondary phase is securely good with some excellent progress being made by many learners across most curriculum areas. This is also as true for vulnerable cohorts as it is for the mean. Detailed evidence can be found in the full reports drawn up.

During the faculty reviews from October 2014 - April 2015 (full reports are available for English, mathematics, science, humanities and MFL with art, PE, technology at EYFS/primary to follow) a broad range of evidence was compiled and considered. This included comprehensive work scrutiny, online surveying of students, lesson observations, data and documentary analysis, interviewing students and accompanied trails.

Since the arrival of the Deputy Principal and Assistant Principal (Head of School Primary) in January 2015, a belated review of provision at primary is now within the scope of our growing leadership capacity. An interim Head of School (from October to December 2014) brought stability to an otherwise very vulnerable provision (former Head of School left suddenly and there is no deputy in the structure). She also placed the focus squarely back onto teaching, learning and progress. Although there was little evidence, achievement, teaching and leadership was

considered to require improvement at primary in the autumn term. It is now considered good with significant capacity to improve further. Current target and progress data for primary and secondary are stored in the evidence section on the online SEF and available on request.

During review we can see that students' work shows that they have the knowledge, understanding and skills expected for their age and having been set aspirational targets, that they are on track to meet or to exceed these by the end of each year and each key stage. Robust assessment is used to ensure that all students make the progress their teachers expect. The most able students, whose needs were not considered as fully met by all at the previous inspection, are increasingly well provided for across the curriculum although there remain some issues in some curriculum areas now being addressed through action plans (see reports). The numbers are small and all data are internal, not yet audited robustly and not validated nationally). This into question the statistical significance of the same. However, any differences in the achievement of our disadvantaged and non-disadvantaged pupils appears small across all phases and for most subjects (see data tracking).

Nadira/Richard - put in a section here on EYFS/Phonics last year and progress towards EYFS/Phonics and KS1 targets here.

Why achievement is not the grade (above/below)

Whilst the current attainment and rates of progress of learners and groups of learners in mathematics is outstanding and for many in science, languages, history and ICT equally so, progress in English and in some other areas of the curriculum is judged as securely good - they do not yet make the substantial and sustained progress required for an outstanding judgement.

Progress in key stage 1 is now also good following a challenging start to the year, although the aspirational (above national average) targets set for end of key stage 1 are not currently on track to be met (January 2015) - see uploaded evidence.

Achievement in science at key stage 1 currently *requires improvement* - largely on the basis of a good curriculum for science yet to be developed. This is being addressed as an immediate priority. Literacy development at primary is considered good overall, however, although the achievement in mathematics at key stage 1 is at least good overall, there are significant differentials between the two classes.

Teaching: The quality of teaching

The quality of teaching

	1	2	3	4
Suggested grade:	X			

Evidence that supports this judgement

As evidenced by internal review, data analysis and learning walks, teaching is considered good overall with some pockets of excellent practice. The good teaching at Avanti House School promotes good learning, the acquisition of knowledge and development of skills by students who go on to make at least good progress, in lessons and over time. Good teaching, resting on excellent relationships and a positive climate for learning (in spite of the constraints) also promotes students' spiritual, moral, social and cultural development. As witnessed in the faculty reviews and during learning walks and conversations with students and staff, interesting lessons are planned to engage all learners, allow for robust monitoring of progress and increase students' knowledge and understanding. Regular, appropriate homework is set across subjects and in the main, marking, assessment and feedback are robust and inform learning well.

As of mid-February 2015, 23 full lesson observations at key stage 3 have been made. In line with the prevailing framework and the current, January 2015, School Inspection Handbook (the Principal is a trained and experienced Additional Inspector), judgements were not shared with teachers - just feedback on what went well and areas for development. However, broadly speaking, the lessons were judged as

8 Outstanding
13 Good
1 Requires Improvement
1 Inadequate

The lessons that were either inadequate or required improvement were taught 'out of specialism' by agency staff - and this is no longer the case.

As of mid-February, the senior leadership of primary is geared up to evaluate more formally standards of teaching in the primary phase. It is hoped that the Trust-initiated, external review of the school can assist in this area.

Why teaching is not the grade (above/below)

Although the needs of our most vulnerable learners is generally met in lessons, in some subject areas (see faculty reviews), learning is not always appropriately and fully differentiated and particularly so for the most able.

The teaching of reading, writing, communication and mathematics is effective but not as coherently or cohesively planned across the curriculum as it might be. Marking and feedback is good but in some subject areas, it is not frequent enough or not returned to learners in a timely fashion. In some cases marking does not do enough to ensure that students make significant and sustained gains in their learning as a result of this feedback.

Although securely good until the subject leader became very ill in December, provision in music currently requires improvement. An appointment has been made of an Assistant Principal to oversee performing and creative arts, a music specialist, from Easter 2015.

Behaviour: Behaviour and safety

Behaviour and safety

	1	2	3	4
Suggested grade:	X			

Evidence that supports this judgement

The school agrees with the judgement of the recent inspection - that behaviour is outstanding. A Senior Leader (Climate for Learning and Head of Year 7) takes the lead on whole-school behaviour. The outstanding judgement is evidenced through internal review, lesson observations, learning walks, student survey and Parent View. Students are aware of and conduct themselves according to the well-embedded, Avanti values; respect, integrity, courage, empathy, gratitude and self-discipline.

Although at primary there are two children with extremely challenging behaviour for a mainstream setting (currently under review), poor behaviour of students is extraordinarily rare and would mostly be categorised as inattention or low-level disruption - it is quickly and effectively dealt with. Movement around the buildings is sensible and safe - in spite (at secondary in particular), the extremely cramped and barely adequate facilities for the number of children. Safety overall is judged as good - as reviewed recently by external audit. The action plan provided - to allow for a kite mark to be awarded, is overseen by the Director of Finance and has action points for all senior leaders to address over the coming months.

Safeguarding and safer-recruitment procedures are robust are excellent and the Director of Finance keeps the Single Central Record up to date. Attendance is above national averages and on target at secondary - attendance issues at primary are being tackled robustly. Incidents of bullying and fixed-period exclusions are extremely rare and well managed. The students contribution to the excellent culture and climate of the school is extremely important and their respect for their learning environments, adherence to uniform policies, conduct in the wider community and good punctuality is very noticeable.

Lesson observation, learning walks and work scrutiny illustrate that students' attitudes to learning are positive across subjects, years, classes and with different staff - with only a little tension created where provision falls short - when for example a long-term agency cover is appointed for a position not filled - and the former does not work out. This has occurred this year in both English and music. Students say that they feel safe, are fully prepared for each lesson, bring the right equipment and are ready and eager to learn - they also take pride in their work; which can be seen through work scrutiny.

Why behaviour and safety are not the grade (above/below)

N/A

Leadership: Leadership and management

Leadership and management

	1	2	3	4
Suggested grade:		X		

Evidence that supports this judgement

Leadership and management is judged by the school as overall good, with some areas that require improvement and others which are excellent. Pending longer-term infrastructure solutions, the Avanti Schools Trust supports the school well in ensuring the provision of adequate facilities in which to conduct and to continue our business. A Regional Governing Body oversees the two schools of Harrow (Avanti House all-through and Krishna Avanti Primary). This body is currently auditing response to expectations, skills and skills gaps whilst also receiving training from the two Principals of the schools. There remains work to be done to ensure that Governance at Avanti House is securely good and aspiring to outstanding - this is articulated in the improvement plan. There is no parental or staff representation on this new regional body and to compensate for this, a

recently (February 2015) appointed non-voting body - the Parent and Staff Advisory Group will meet for the first time around March 2015. Although, as mentioned earlier, there are justifiable parental and staff tensions around security of buildings infrastructure, adequacy of existing facilities and frequently changing plans - all entirely out of the control of the school - Parent View suggests that they are highly satisfied with the school, its governance and leadership. Concerns raised by parents are quickly dealt with. A full staff audit of their views on provision is due for the summer term.

The embedded six values of Avanti schools, align themselves well to fundamental British values and both are frequently reflected upon in assemblies - the British value of *democracy* is made manifest in our frequent student surveys and will grow further when Student Voice is developed further. Our own values of integrity, gratitude, courage and respect also feed into this British value. The *rule of law* is witnessed in our embedded value of self-discipline; also integrity and respect and the extremely well ordered nature of the school. The fundamental British values of *individual liberty* alongside *mutual respect and tolerance* is seen through our application of equal opportunities for all, in our intake and curricula and in spite of our faith-based intake, our inclusive approach to ensure that all students, of any background, with any special educational needs and from any faith (or none) feel both welcome, fully integrated in the community and well provided for educationally.

The curriculum is good and fit-for-purpose for the intake; allowing for all to make good and better progress. At primary, the international curriculum is currently under review and both science and philosophy, religion and ethics are to be embedded more coherently in the existing curriculum. At secondary, although a largely academic (English Baccalaureate) curriculum, driven largely by the limitations (vocational) in the facilities, it nevertheless works well for what is a very able cohort.

At key stage 4 (being launched this year for September) it allows for a broad and balanced curriculum, with ample choice for learners, well supported by individual staff mentors and careers guidance. There is a broad enrichment curriculum - clubs accessed by a large number of students on Tuesdays, Wednesdays and Thursdays. These are mostly led by staff but will increasingly involve brokerage through external groups. The culture of the school is characterised by high expectations and aspirations for all students and the school works well with parents, including those who find working with schools difficult. Students benefit from these positive relationships.

Leaders, managers and governors pursue relentlessly, excellence and professional standards in all of their work. There are robust measures in place for effective, in-house monitoring and evaluation, the results of which are shared with Governors. This then, increasingly informs well-focused improvement plans. The statutory policies and procedures (including HR) alongside an Ethos Handbook (faith-based) are led on by the Avanti Schools Trust, on behalf of the schools, accommodating any relevant, local needs; who are expected to comply with them.

Senior leadership is growing in experience and capacity, from a low starting point in September 2014 when the new Principal arrived. The development of middle leadership was deemed a priority at the last inspection. A more robust and rigorous process of performance management, aligned to Teacher Standards and alongside training programmes and collaborative sharing of best practice - all led by the newly-appointed Deputy Principal is already beginning to have an impact on middle leadership strength - as witnessed through faculty review and for example, their own self-evaluation, improvement planning and handling of data for learning.

In spite of the diseconomies of small schools and the multi-academy trust pooling of financial resources, the financial health of the school is good - resources are managed efficiently and staff and resources deployed effectively; this includes the effective use of pupil premium and sports premium monies - by the Director of Learning (Inclusion) and Assistant Principal (Primary Phase) respectively. Transitions - into Reception and across to secondary are well managed.

Why leadership and management are not the grade (above/below)

Leadership and management are not yet outstanding because middle leadership have yet to take full ownership in some areas for ensuring the very highest standards of achievement, for all, including those with special educational needs and the more able.

Also, whilst Governors stringently hold senior leaders to account in RGB meetings, there remains a level of engagement, between meetings - with senior and middle leadership, to support and manage performance, that has yet to be fully implemented.

Although this is being addressed, robustly and whilst expectations of students' achievement and professional conduct are mostly very high, it remains the case that not all leaders in the school, *at all times*, lead excellence by example. Whilst there is a good leader in place for art alongside good co-ordinators in dance and drama, due to long term illness and the inability to secure a senior leader for performing and creative arts (music specialist) to replace her, leadership in music currently requires improvement. An appointment of an Assistant Principal (Artistry), a music specialist, for Easter 2015 has now been made.

Additionally, until September 2015, when the phase is due to move into far more adequate (especially sporting, technical) facilities, the curriculum at secondary is marginally constrained by the limited facilities (both in-house and reasonably local).

Overall: Overall effectiveness: the quality of education provided in the school

Overall effectiveness, including the promotion of the pupils' spiritual, moral, social and cultural development

	1	2	3	4
Suggested grade:		X		

Evidence that supports this judgement

In spite of its considerable challenges around buildings infrastructure, Avanti House school, extremely popular in the community with a very positive reputation, judges itself to be a good school with much provision that is excellent. We also believe, once settled, we have good and improving capacity to be an outstanding school within an 18 month period.

Students benefit from teaching that is almost always good or better. Their knowledge base, skills and readiness for the next stage in their education grow as a result and their positive attitudes to learning contribute to them achieving well.

Literacy and in particular numeracy are very strong in the school - although there remains work to be done to spread best practice in the development of these key skills, in a more coherent manner, across the curriculum.

The inclusion department are strong and other adults, including teaching assistants support learners well; in particular our most vulnerable. The progress being made by disadvantaged students evidences this.

The contribution to the school as a whole and also to the well-being of students and staff by administrative, finance, support, reception, PA and site staff; all going the extra mile, is considerable and has been since the school opened.

SMSC is well developed - seamlessly interwoven into daily activity, rather than bolt-on. Behaviour is outstanding.

Why the school s overall effectiveness is not the grade (above/below)

The school is not yet outstanding because not enough teaching is outstanding - ensuring that well-assessed, personalised learning is in pace to ensure that all students, at all times, *including the most-able*, make compelling, rapid and sustained progress.

Also, the excellent pedagogical practice in some areas of the school (primary and secondary phases) is not yet spread nor articulated well in department-level improvement planning to ensure that the school as a whole reflects a drive for continuous improvement to outstanding.

Use of data for learning - though excellent in some areas (e.g. mathematics) is not yet fully embedded to ensure outstanding progress and the meeting of the highest standards of achievement for all.
