

# Avanti House School

2016-17 SEF v1.0

(August 2016)

## Section 1: Overall effectiveness: the quality and standards of education

### Overall effectiveness: the quality and standards of education

	1	2	3	4
Suggested grade:		X		

### Evidence that supports this judgement

Avanti House School (in both secondary and primary phases) considers itself to be, on balance a school providing a good education for the overwhelming majority of learners. It believes it has the capacity in leadership, in the classroom and in support for learners to secure a solidly good outcome at the next full inspection. Peer moderated, internally and externally validated data on attainment and progress; from Reception through to GCSE suggests that the majority of learners are making good and many are making outstanding progress and that there are no significant gaps for groups of learners. Where some gaps exist or where there are areas of concern (e.g. a relatively high number of persistent absences in some year groups, achievement of KS1 girls in reading, engagement of Governors) the school have these issues in sight and are working to improve them. The school believes it has the capacity to be an

outstanding school but that there is a significant journey that it must undertake to become that.

In spite of its considerable challenges around premises infrastructure, Avanti House school is extremely popular in the community, with a very positive reputation and a growing roll through in-year application and a full intake with a waiting list for both Reception and year 7 in 2016.

The Trust, working with leaders in the school, are well on the way to publishing a first draft, common Operating Model for all Trust schools. This will be followed by a longer-term 3-year strategic vision and improvement plan for Avanti House School to facilitate becoming and remaining an outstanding, world-class centre of educational excellence.

Although a recent Trust Review implied that too much teaching required improvement, the school considers what was seen on the day to be within but at the lower end of what is typically seen at Avanti House School. Currently, students mostly benefit from teaching that is typically 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. It is accepted that the good judgement for teaching and learning has to hold up to external scrutiny and that it is, therefore, a marginal judgement that it remains good.

Literacy and numeracy are strong across 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 - this forms part of the new school improvement plan for 2016/17.

The inclusion department, although facing rapid turnover (with three SENCos in two years) 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. This one-staff, dedication to providing for an excellent education for our learners is compelling.

SMSC is well developed in all areas other than cultural where it is felt by the school that more needs to be done, in a predominantly mono-cultural context, to acknowledge and to celebrate cultures other than Indian/Hindu - seamlessly interwoven into daily activity, rather than bolt-on but it needs to be tracked and gaps filled where measured. Behaviour is always good and frequently outstanding.

## **Sources of evidence**

The sources of evidence available to support this overall judgement include:

- Internal faculty reviews (2015/16)
- Five times a year data-tracking (Target Tracker (tm) and 4Matrix (tm))
- Extensive, documented work scrutiny (2015/16)
- Performance Management documentation (2015/16)
- Moderation of assessment (with other schools - within the Trust (primary) and within Harrow (secondary))
- Two Trust reviews (2015/16)

## **Defining spiritual, moral, social and cultural development**

Spiritual development (or the nurturing of Spiritual Insight) is one of the three pillars of all Avanti Schools and it is well defined in a number of Trust-wide documents; viz

- Ethos Handbook
- Collective Worship Policy
- Philosophy, Religion and Ethics Policy and curriculum

Moral and social development are well articulated in the school (and in all Trust schools) through the six values that we espouse and that we built into all of our curriculum elements, not least PHSEE and the Collective Worship policy. These six values are: Respect, Integrity, Courage, Empathy, Gratitude and Self Discipline. These align well to the Fundamental British Values. Evidence can be found in our schemes of work and programme.

Cultural development is defined by the school as both an acknowledgement of the multi-cultural, pluralistic landscape in which we reside in, in the UK (and not least in Harrow, London) and a celebration of that pluralism. Through the curriculum, our extended curriculum (including workshops, visits, visitors and clubs), by default cultural diversity is witnessed but it is yet to be full thought-through and planned-for - forming part of the improvement planning for 2016/17.

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## **Section 2: Effectiveness of leadership and management**

### **Effectiveness of leadership and management**

	1	2	3	4
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Suggested grade:		X		
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## Evidence that supports this judgement

Leadership and management are judged by the school as effective (good) overall; with some areas that require improvement and others which are excellent.

The Avanti School Trust, working with the EFA and Harrow have secured full planning permission for a permanent site for a secondary phase. The earliest the secondary phase will likely move to the site is September 2018.

The embedded six values of Avanti schools, align themselves well to fundamental British values and both are frequently reflected upon in Collective Worship. 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 existence of the school as a designated Vaishnava Hindu Faith School is in itself a testament to a core British value of tolerance and freedom. 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 broadly 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 from September 2016 in the existing curriculum; for the latter through the deployment of a specialist PRE teacher, who arrived in April 2016. PRE at primary now incorporates elements of worship through kirtan and prayers. The primary phase does not yet meet its statutory need to deliver computing (coding) to children nor Modern Foreign Languages at Key Stage 2 ñ this is being addressed in the new year.

At key stage 4 (launched last year in September) and albeit a challenge with a small inaugural year group, we present a broad and balanced curriculum, with ample choice for learners, well supported by individual staff mentors and careers guidance. Newer cohorts (years 7 - 9) have a greater spread of ability and achievement on entry as well as aspiration. As a result of this the curriculum will need to be reviewed, particularly at key stage 4 from September 2017, to accommodate more vocational learning opportunities. 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. last academic year has seen a significant growth in the enrichment curriculum through local, regional, national and international visits as well as residential alongside the Duke of Edinburgh Award Scheme and an imminent bid to launch a CCF Cadet Force. The Deputy Principal and an Assistant Principal (Artistry and Enrichment) primarily have led on this with the support of the Head of DT and Outdoor Education (CCF).

School leaders and managers pursue relentlessly, excellence and professional standards in all of their work. Governors, who had until last year, rarely visited other than to support in Open Evenings are now much more active with regular visits, to meet with and to challenge school leaders. They feedback their findings and action

plans to the Governing Body. They also challenge appropriately in meetings; as can be witnessed in RGB minutes. 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 a well-focused whole school improvement plan. 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. Governors now need to become more aware and engage with some of the forensic data and evidence of standards in the school.

Senior leadership is growing in experience and capacity, from a low starting point in September 2014 when the current 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 an increasing range training programmes (the school has joined the Harrow Collegiate and Teaching School Alliance) and also the collaborative sharing of best practice (in-house and between schools). This is all primarily led by the newly-appointed Deputy Principal and it 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. Of primary leadership, a recent external review commented.

“Leadership continues to drive the school forward. They are improving it steadily and now have an effective performance management cycle in place. There is still work to be done on elements of feedback and marking and they need to embed the new assessment system and use it to maximise pupil progress. However, the leadership is clear about its next steps and has shown the capacity to improve whilst managing huge challenges in terms of buildings and staff turnover. They should continue on the course

undertaken as it is creating an effective highly aspirational environment in which children are learning and thriving.”

The Principal has trained, been accredited and had experience of team inspecting with Ofsted from September 2014 and with Tribal from 2013. He is currently mentored by an HMI and is undertaking Lead Inspector training. The school benefits both through cascade training, inspection experience informing self-evaluation and school improvement planning and also a modest funding stream when the Principal completes inspections/lead inspector training.

In spite of the diseconomies of small schools, the lack of split site funding (circa £200,000) and the multi-academy trust pooling of financial resources, alongside the uncertainty of claw back where numbers do not match expectation, the financial health of the school is acceptable currently but would run into grave difficulty were we not to de-merge the two phases by September 2017. Resources are managed efficiently and staff and resources deployed effectively; this includes the effective use of pupil premium and sports premium monies - by the Assistant Principal (SENCo) and Assistant Principal (Primary Phase) respectively. Transitions - into Reception and across to secondary are well managed.

## **Sources of evidence**

- Curriculum documentation
- CPD and training logs
- Performance Management logs
- Tracking and intervention data (Target Tracker, 4Matrix)
- Extended curriculum paperwork (e.g. DoE, clubs, visits, Activities Week etc.)
- Harrow Teaching School Alliance engagement paperwork - including training logs
- PRE policy, Trust Ethos, Collective Worship Policy
- Trust and Governing Body Minutes of meetings



- Trust Reviews (Termly)
- Minutes of SET, Heads of Subject and year meetings
- Training logs and school funding for Principal training and experience as an accredited Ofsted Inspector (completing Lead Inspector training)

## **Safeguarding**

The Single Central Register is kept up to date and is managed by the Finance and Business Director. The Principal audits the SCR termly: October, February and May. Safer Recruitment training is up to date for those senior leads and Governors who take part in recruitment. Safer Recruitment principles are upheld - except on a rare occurrence when one or more of the references are not secured prior to interview. The appointment of an HR Manager (from September 2016) will improve further HR provision and safer recruitment as a part of this. The Finance and Business Director also oversees Health and Safety within the school. Health and Safety is audited annually by an external body and the action plan is then attended to by the school.

Children almost unanimously report (in a recent survey) that they feel safe. Bullying is not common place and children report that where it occurs, it is quickly and effectively dealt with by the school.

## **Governance**

A Regional Governing Body oversees the two schools of Harrow (Avanti House all-through [soon to be two, de-merged schools - primary and secondary] and Krishna Avanti Primary). This body has audited its own response to expectations, its skills and skills gaps and also last academic year received training from the two Principals of

the schools. There remains considerable work to be done to ensure that Governance at Avanti House is good and aspiring to be outstanding - this is articulated in the new improvement plan. Plans are already being executed to increase the level of engagement between newly identified link-governors and the school as well as to appoint new Governors to meet the skills needs analysis.

There is no parental or staff representation on this new regional body and to compensate for this, a Parent and Staff Advisory Group have been established. They are an appointed non-voting body - the Parent and Staff Advisory Group met for the first time around March 2015. As mentioned earlier, there are justifiable parental and staff tensions around security of buildings infrastructure, adequacy of existing facilities and frequently changing plans. These are all entirely out of the control of the school. Parent View nevertheless suggests (at 86%+) that they the significant majority of parents are satisfied with the school and its leadership.

The management of homework and communication with parents are the two primary areas highlighted for development by this survey and this feedback has informed the school improvement plan for 2016/17.

A new Terms of Reference for Avanti Schools Trust Schools Governance places a greater responsibility on the Trust itself for holding Principals and senior teams to account for standards in the schools - releasing some of this burden from local/regional Governance.

## **Use of the pupil premium**

Children whose families are in receipt of Free School Meals or are on the Ever 6 register, as a cohort, make progress at a rate that is at least as good (and often better) than other children - both in school

and nationally. There are no significant gaps to close in this regard. Pupil Premium is well spent and audited for impact - this is reported on the website annually. Some of the premium is used to boost staffing levels in the inclusion team to ensure that all children are well supported.

Use of pupil premium monies in 2015/16 (all audited for impact) included:

- Targeted support for improved levels of progress in mathematics
- Targeted support for improved levels of progress in literacy
- Staff-led skills for learning interventions
- Subsidised curriculum focused trips and visitors
- Arts participation (including peripatetic opportunities)
- ECDL - enhanced curriculum at Key Stage 4

The SENCo, Head of Primary Phase and Director of Finance are collectively responsible for intelligent deployment of these funds, their regular monitoring and reporting and full evaluation at year end.

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## **Section 3: Quality of teaching, learning and assessment**

### **Quality of teaching, learning and assessment**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Suggested grade:</b>		X		

## Evidence that supports this judgement

The quality of teaching, learning and assessment at Avanti House School is good overall; the overwhelming majority of learners make at least good progress over time - as evidenced through regular, robust and audited assessment regimes. The view of the Trust consultant reviewers, however, is that the students' own intrinsic motivation to learn and to succeed, coupled with their compliance and excellent behaviour plays a disproportionately large part in their good and better attainment and progress. The view is that to be judged as truly good teaching, learning and assessment, there remains much work to be done to capitalise more on these positive attitudes and to enhance standards in the classroom in the following ways (paraphrased from the most recent review):

- **Inspiration:** Planning lessons and sequences of lessons to *inspire* learners - more calculated risk-taking in planning and delivering more frequently, teaching episodes that are upbeat, energetic and less predictable: in the language of the reviewers, 'lack-lustre'.
- **Consistency:** There exists in the school good and outstanding teaching. The view is that there is an urgent need to capture this and to spread best practice, so that good and better teaching, learning and assessment are more consistently seen, not only in classroom delivery but also in marking and feedback to learners. Teachers, it is viewed, are not fully being held to account, by middle and senior leadership, for consistently delivering their best in the classroom, at all times.
- **Personalisation:** Whilst it is recognised that the regularly gathered achievement data paints an excellent picture of attainment and progress for all groups of learners, with no significant gaps to narrow, in the classroom and in work

scrutiny it is less obvious that the needs of those on the SEN(D) and FSM registers as well as the most able are having their individual needs met in full.

## **Sources of evidence**

The evidence that teaching, learning and assessment is good at Avanti House School can be found through:

- Progress review data - working at and forecast levels/grades (five times each year)
- Twice-yearly examinations - done in examination conditions in the hall
- Above moderated (internally and with subject department leaders/phase leaders) from other schools
- Faculty reviews (annual)
- Work scrutiny (all documented)
- Learning walks
- Student survey
- Trust reviews

## **Inspecting the impact of the teaching of literacy including reading**

Learners in the predominant demographic (Indian) typically present placing a far greater emphasis on learning mathematics than they do English. This is also seen in standards (attainment) on entry to key stage 3. Many boys are reluctant readers and as a result, this needs

to be actively promoted. In the primary phase, a book programme exists. In both primary and secondary reading is proactively promoted.

Provision in secondary English is broadly good and has improved significantly in recent months due to excellent intervention by the head of department and good support by the Deputy Principal line-manager and input by external mentors. In the primary phase, the gaps seen in 2015/16, between boys and girls (Key Stage 1 and 2) in reading has been closed. The English department is beginning to forge stronger links and work to support and to improve levels of progress in primary phase literacy although this has in the Spring term been thwarted by a long term absence. A structured reading programme has recently been introduced in the primary phase; this has yet to be fully evaluated for impact..

Recruitment of adequately qualified, experienced and quality fixed term (sickness cover) and good substantive secondary English teachers has, historically been a significant problem in this subject. For 2016/17, the department is now slightly overstaffed with a very experienced team - at all levels (including an experienced examiner and moderator at post-16 and GCSE).

## **Inspecting the teaching of mathematics**

Attainment in KS1 mathematics is above national average (having come from below) and this was reflected in the published KS1 results in RAISEOnline 2015 and in unverified outcomes in 2016. The good work of the Deputy Principal (whole school) and Assistant Principal (Head of Primary Phase) has driven this improvement.

As can be evidenced in the Progress Review 1 ñ 5 tracking, available on the 4Matrix platform online, achievement in mathematics across the cohort in years 7 - 10 (going into 11) is at least good and for a

majority of students and groups of students, outstanding. High proportions of children are on track to meet or to exceed their high, aspirational targets.

If progress is maintained, the trajectories to the end of key stage 4 will consistently place the school comfortably in the top 10% of similar schools nationally, both for attainment and progress in mathematics and overall. There is some evidence of differential outcomes for similar ability learners across the department in secondary (in different classes) and between different classes (in primary) all of which is being tackled. A support and challenge programme had been in place for the relatively under-performing teacher who then subsequently resigned her position earlier in early 2016. Recruitment of fixed term (maternity cover) and substantive teachers in mathematics has been a significant problem, created considerable disruption and a high risk at KS3 in particular.

Throughout 2015/16 and working in tandem with the sister school Krishna Avanti, the primary phase transitioned from a levels-based assessment of attainment and progress (broadly aligning old national curriculum levels and sub levels to the new national curriculum) to an 'Assessment without levels (AWL)' approach. The platform Target Tracker has created the framework for this. The platform is populated with APP statements for all stages of all learning areas at key stages 1 & 2 and teachers are assessing learning and progress across all learning areas against these criterion-referenced statements. At secondary, the school has also begun transitioning to an AWL model using the newly launched elements on the platform we use for achievement data management '4Matrix'. (A similar but secondary-ready model to Target Tracker)

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## **Section 4: Personal development, behaviour and welfare**

## Personal development, behaviour and welfare

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Suggested grade:</b>	X			

### Evidence that supports this judgement

The school judges that the personal development, behaviour and welfare of learners is outstanding.

At both primary and secondary settings, poor behaviour of students is extraordinarily rare and where it occurs, it would mostly be categorised as inattention or extremely low-level disruption - both quickly and effectively dealt with by staff. Even where this sometimes occurs, it is generally aligned to poor planning and teaching delivery. Movement around the buildings is sensible and safe. Safety overall is judged as at least 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 his team.

Students mostly present as confident learners although, anecdotally this appears more obvious for boys than for girls. Planning to engage the external arts group Artis ô on a project which in part is aimed to enhance girls confidence through the arts is underway. Their excellent attitudes to learning have a strong, positive impact on their progress in most subject areas. When you speak to them, they are proud of their achievements and of their school. In observed lessons, students regularly debate issues in a considered way. They also show respect for each other s views. This has been frequently witnessed in English, mathematics, science, humanities and PE. Students appear to understand, when asked, how their education and the values-



underpinned provision at Avanti House in particular, equips them with the behaviours and attitudes necessary for success in their next stage of their lives.

Pupils value their education and the majority rarely miss a day at school. Attendance, typically in excess of **96%**, improving year on year and the small number of persistent absentees are being followed up rigorously with some improvements evident.

No particular groups of pupils are disadvantaged by low attendance and the turnover (mobility) of students, in spite of the site challenges, remains low. Our eldest cohort, year 11, whilst excelling in their studies and making exceptional progress to likely match and exceed the highest performing state schools in Harrow and nationally. However, this year group are vocal in regard to how let down they have felt by the broken promises around premises. They (and their families) have remained loyal to the school in which they have been (day to day) very happy and well provided for. If they remained at post-16 and many are saying that they will not (citing these former broken promises and staff turnover) with no building delays, they would now only first see the inside of the promised new site at the start of year 13. Were there to be delays, they might once again be faced with cramped conditions and poor facilities. Although straw poll indicates that most students recognize significant improvements in lunchtime food provision, this remains an area of improvement in the minds of many students.

At primary, a recent (March 2016) external reviewer commented:

“Pupils are consistently well behaved, polite and ready to learn. They enjoy school and feel that they and their teachers put the school’s values into practice every day. They appreciated the fact that the school is peaceful and calm and a great place to learn. They said that bullying is rare and could not identify cases other than some bossiness where it had actually happened. They know they can turn to any adult if they were concerned about something of this nature.

School safety is much improved at the start and end of the day. The staggered entry and breakfast club times have all helped to ease traffic congestion. A very efficient team of staff guide pupils in from cars and see them through the security gates to gather under supervision on the hard standing.

At secondary, the school has recently developed further the re-launched climate for learning (behaviour) strategy. This has been picked up by the Deputy Principal (as part of the standards agenda) for 2016/17. Student Council has also endorsed the strategy. Students are self-disciplined and except where teaching falls below par, incidences of low-level disruption or bullying are rare. Students say that they feel safe. Indeed, the students themselves work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. Where it does occur, it is quickly dealt with.

There is a lot of trust between students and staff. When asked, students can explain accurately and confidently how to keep themselves healthy although they do not always (e.g. in the restaurant) make the best choices. Observed lessons in ICT and responses during assemblies, suggest that most if not all students have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. The school has produced a lockdown policy and has rehearsed lockdown with all children. The Prevent strategy is reflected on through the PHSEE/citizenship programme alongside other key safety and safeguarding issues. FGM however, has not yet been tabled with any children and is a priority for PHSEE/Citizenship in 2016/17.

## **Sources of evidence**

The outstanding judgement is evidenced through the following instruments:

- faculty internal review,
- formal lesson observations,
- formal and informal learning walks,
- views of staff on duty,
- staff, 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.

## **Attendance and punctuality**

Punctuality is good which is especially impressive in secondary given the long distances travelled by a significant proportion of the cohort (to a school based temporarily many miles away from where the final building is to be located).

The headlines show that attendance at the school overall is strong (96.5% with primary at 96.2% and secondary 96.7%). Persistent absenteeism is an issue with up to 6 students in each year group in the secondary phase falling into the PA category (10% or more absence). This represents more than 10% in the current Y11 for example and this has informed the improvement plan for 2016/17

There are no significant trends in the punctuality or absence rates (including persistent absence rates) of PP or SEND students. Nor are there gender concerns over attendance or punctuality.

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## **Section 5: Outcomes for pupils**

### **Outcomes for pupils**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Suggested grade:</b>		X		

## Evidence that supports this judgement

Internal progress review data (last reviewed July 2016), audited internally by senior line managers and for core subjects (and primary), moderated with the support of other school leaders, indicate that student outcomes currently and forecasted are good.

Across almost all year groups, from Reception to year 11 and in a wide range of subjects, including in English and mathematics, the majority of current pupils make consistently strong progress, developing secure knowledge and understanding, considering their different starting points.

In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or even exceeds that of other pupils - both within the school and nationally.

Increasingly, supported by the reading programme at primary and literacy intervention at secondary, pupils read widely and often. When listened to, the majority of pupils read fluently with a comprehension appropriate to their age. The vast majority of children in Year 1 achieve the expected standard in the national phonics check. The school was recognised in 2015 as achieving in the top 10% of schools nationally for phonics.

Students' progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils and those with special educational needs is also above average. From different starting points, the proportions of students making and exceeding

expected progress in English and in mathematics are close to or well above national figures. The progress of the vast majority of disadvantaged pupils is similar to above other pupils nationally. The vast majority of pupils are well prepared for the next stage of their education, training or employment and are set to attain relevant qualifications. The school recognises that there is work to do to demonstrate good and better outcomes, day to day in lessons and through work scrutiny, in spite of their clear achievements in end of topic/module/mid-year and year examination sessions. There is also work to be done to develop the curriculum more coherently as a pathway for individual children and to differentiate both the curriculum offer and the delivery of learning to some pupils - including our most able.

### **Sources of evidence**

The evidence base for this judgement comprises live, changing datasets, based on regular, audited, robust assessment, updated up to five times each year. These are then stored on At the primary school, Target Tracker (tm) tracks rigorous and relevant assessment and subsequent learning interventions, five times a year.

At secondary the 4Matrix (tm) platform does the same.

For primary and secondary, from September 2016 a life-after-levels approach is implemented for EYFS, KS1, 2 and 3 - based on age related expectations (for attainment and progress) and at secondary, working towards mastery on the GCSE 1-9 scale. The data below show that for EYFS and KS1 outcomes in 2016 and forecasts (our oldest secondary year group in going into year 11) for 2017, would place the school as a securely good one on nationally benchmarked outcomes alone. Target Tracker and 4Matrix will be made available to all stakeholders to analyse current data.

Exemplar current data (August 2016)

**EYFS (2015/16)**

92% of learners in 2015/16 passed their phonics first time around.

<b>Early Years Foundation Stage</b>	<b>2013 Harrow</b> % achieving at least the expected level	<b>2014 Harrow</b> % achieving at least the expected level	<b>2015 Harrow</b> % achieving at least the expected level	<b>2016 Harrow</b> % achieving at least the expected level	<b>2015 National</b> % achieving at least the expected level	
Communication and language	64.9%	74.1%	80.8%	81.9%	80.3%	
Physical development	79.8%	85.4%	89.2%	89.2%	87.2%	
Personal, social and emotional development	71.6%	80.7%	86.1%	86.3%	83.7%	
Literacy	56.6%	68.6%	74.6%	75.8%	74%	
Mathematics	60.2%	72.4%	77.8%	79.8%	79%	
Understanding the world	69.9%	77.4%	82.2%	83.9%	82%	
Expressive arts and design	70.6%	80.5%	87.7%	89.1%	87%	
<b>Achieving a good level of development</b>	<b>44.7%</b>	<b>61.3%</b>	<b>70.4%</b>	<b>72.2%</b>	<b>66.3%</b>	

**Key Stage 1 (Year 2 - 2015/16)**

**New key stage 1 assessments in 2016 - PROVISIONAL**

The new national curriculum has been taught in all local authority maintained primary schools, and academies, in England since

September 2014. Those pupils who are at the end of KS1 in May 2016 will be the first to be assessed against the new national curriculum.

Following the removal of teacher assessment levels, interim teacher assessment frameworks have been provided to support teachers in making robust and accurate judgements for pupils at the end of KS1 in 2016. The interim teacher assessment frameworks for key stage 1 are for 2015 to 2016 only. The DfE is evaluating options for future years. No National data is available at the moment

In Harrow 3,074 pupils were assessed. The table below shows the percentage of pupils achieving outcomes in Reading, Writing, Maths and Science

Harrow KS1 2016	Harrow WTS HNM	Avanti House WTS HNM	Harrow EXS	Avanti House EXS	Harrow GDS	Avanti House GDS	Harrow >= EXS	Avanti House >=EXS
Reading	16.6%	8.5%	52.2%	55.9%	24.7%	33.9%	76.9%	89.9%
Writing	22.5%	8.5%	55.0%	64.4%	15.9%	25.4%	70.9%	89.8%
Maths	17.3%	6.8%	54.2%	54.4%	23.4%	37.3%	77.6%	91.5%
Science	14.6%	6.8%	85.0%	93.2%	tbc	tbc	85.0%	93.2%

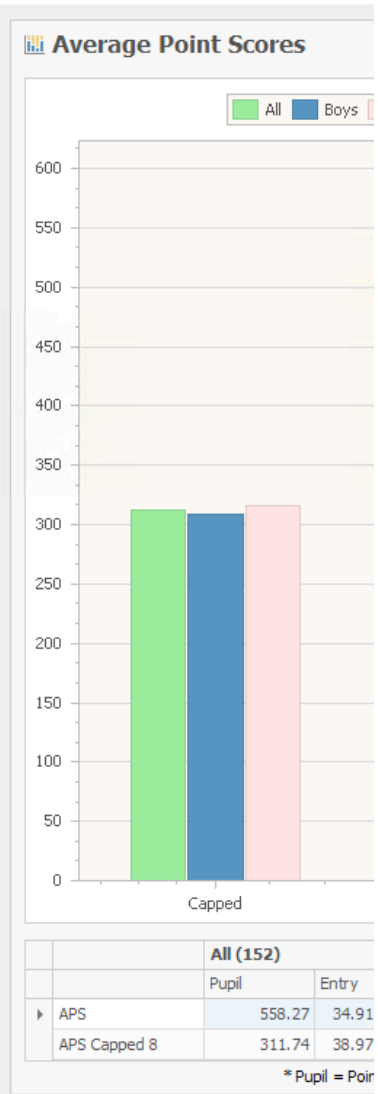
HNM = Has not met the expected standard

WTS = Working towards the expected standard

EXS = Working at the expected standard

GDS = Working at greater depth at the expected standard

### Key Stage 3 (Year 8 - 2015/16)



## Key Stage 4 (Year 10 - 2015/16) - forecasts for end of year 11 2017



Pupils	
<b>Whole Cohort</b>	
Excluded Students	0
Students Included	98

Performance		
	Pupils	Percent
5 A* to A	39	39.80%
5 A* to B	72	73.47%
5 A* to C	96	97.96%
Inc EnMa	93	94.90%
5 A* to D	97	98.98%
Inc EnMa	96	97.96%
5 A* to G	98	100.00%
Inc EnMa	97	98.98%
1 A* to G	98	100.00%
Any Grades	98	100.00%

Entries		
	Count	Percent
A*	80	8.32%
A* to A	330	34.34%
A* to B	643	66.91%
A* to C	899	93.55%
Total	961.00	-
Avg / Pupil	9.81	-

English				
	Entries	A* to A	A* to C	A* to D
	98	33	98	98
Pupils	100.00%	33.67%	100.00%	100.00%
Entries	-	33.67%	100.00%	100.00%

Maths				
	Entries	A* to A	A* to C	A* to D
	97	56	95	97
Pupils	98.98%	57.14%	96.94%	98.98%
Entries	-	57.73%	97.94%	100.00%

Science			
	Entries	Pupils	Entries
1 Science Entry	98	100.00%	-
A* to C	94	95.92%	95.92%
2 Science Entries	98	100.00%	-
A* to C	83	84.69%	84.69%
3 Science Entries	45	45.92%	-
A* to C	33	33.67%	73.33%

MFL				
	Entries	A* to A	A* to C	A* to G
	83	24	79	83
Pupils	84.69%	24.49%	80.61%	84.69%
Entries	-	28.92%	95.18%	100.00%

## Disadvantaged pupils

Datasets on Target Tracker (tm) and 4Matrix (tm) allow analysis for all groups and this takes place each progress review point (five times each year for secondary, six for primary). Interventions follow. Throughout 2015/16 data indicated that the cohort of learners on the Ever6 register (including current FSM) were attaining and making progress at a level at least as good as other learners in school and nationally.

## **The most able**

Datasets on Target Tracker (tm) and 4Matrix (tm) allow analysis for all groups, including the most able, and this takes place each progress review point (five times each year for secondary, six for primary). Interventions follow. Throughout 2015/16 data indicated that the cohort of learners on our gifted and able register were attaining and making progress at a level at least as good as other learners in school.

## **Disabled pupils and those with special educational needs**

Datasets on Target Tracker (tm) and 4Matrix (tm) allow analysis for all groups, including SEN(D) and this takes place each progress review point (five times each year for secondary, six for primary). Interventions follow. Throughout 2015/16 data indicated that the cohort of learners on the SEN(D) register were attaining and making progress at a level at least as good as other learners in school and nationally.

## **Off-site provision**

N/A

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## **Section 6: The effectiveness of the early years' provision: quality and standards**

### **The effectiveness of the early years' provision: the quality and standards**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Suggested grade:</b>		X		

## **Evidence that supports this judgement**

There was a challenging first term in the Autumn 2014 with the need to move to an entire overhaul and rebuilding staffing in both strategic and operational leadership and management. Prior to January 2015, at best, standards in early years provision required improvement. The primary team, under the day to day leadership of the primary trained Assistant Principal and the line-management of the all-through Deputy Principal have transformed standards to securely good. Although high staff turnover, exacerbated by frequent moves and inadequate estates infrastructure, followed, eighteen months on, the phase is well placed to be successfully handed over to a new substantive Headteacher following de-merger next year.

As we can evidence through RAISE Online and both EY outcomes and (as building upon EY, KS1 outcomes) for two years running, we now have in place a good provision in the early years. This comprises increasingly rich, varied and imaginative experiences for children across all areas of learning, delivered by practitioners who have increasingly high expectations of themselves and the children and who have good and improving knowledge of the areas of learning and development alongside a clear understanding of how children learn. Assessment processes for children in the early years are increasingly robust and through moderation, (both internal and also brokered through sister primary schools in the Trust family of schools) is now accurate and focused. Assessment can now be shown to inform planning and to secure timely interventions and support for each child. Such interventions are now routinely based on a comprehensive knowledge of the children and their families.

Children are well motivated, very eager to join in and they routinely demonstrate the characteristics of effective learning. There is a sharp focus on helping children to acquire communication and language skills, core numeracy skills and emergent though fast increasing

knowledge and skills in science. Promotion of the Avanti values is strong and this can be evidenced through excellent behaviour and attitudes to learning. This also contributes to effective supporting of children's physical, personal, social and emotional development. Work needs to be done to improve consistency of teaching standards across all classes with a special emphasis on improving pupils' presentation of work, neatness and accuracy of handwriting and standards of marking/feedback to support this.

Teachers and teaching assistants put safety, safeguarding and the welfare of first and create highly stimulating environments in their classrooms. The appointment of an Inclusion Manager really strengthened the team. Staff are skilled and sensitive in helping children form secure emotional attachments and there is an emerging sense, to be reviewed separately that children, who already have high levels of self-control and confidence, are developing independence in learning and exploration. Professional development for staff in the primary phase is developing but not fast enough and must be a priority for next year.

### **Sources of evidence**

This judgement can be evidenced through:

- Phonics and EYFS outcomes for two years running - 2014/15 and 2015/16
  - RAISE Online (2015)
  - Target Tracker (tm) database
  - Work Scrutiny records
  - Learning walk records
  - Internal school review
  - Trust Review
  - Talking with children
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