

Krishna-Avanti Primary School

Inspection report

Unique Reference Number	135171
Local Authority	Harrow
Inspection number	341624
Inspection dates	3–4 March 2010
Reporting inspector	David Carrington

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	Nitesh Gor
Headteacher	Naina Parmar
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Introduction

This inspection was carried out by two additional inspectors. They spent about half their time looking at pupils' learning, including visits to 11 lessons, during which three teachers were observed. Meetings were held with groups of pupils, staff and governors. Inspectors observed the school's work, and looked at the school's self-evaluation documents, external monitoring reports and development planning. Fifty-nine parental questionnaires were analysed as well as questionnaires from every member of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the degree to which the school is improving achievement in writing and in mathematical problem solving and investigation
- the effectiveness of leadership and management in preparing for the continued expansion of the school
- the school's links with schools and groups in other parts of the United Kingdom and overseas.

Information about the school

Krishna-Avanti Primary School opened in September 2008 as the first Hindu primary school in the country. It moved into brand new buildings in September 2009 after its first year in accommodation hosted by a neighbouring special school.

Krishna-Avanti is smaller than most primary schools. At present there are three classes, one each for Nursery and Reception, which consist of children in the Early Years Foundation Stage, plus a separate Year 1 class. The school will expand over the next few years by the addition of one extra year group each September. This will mean that the number of teachers and teaching assistants will increase steadily until the planned numbers of pupils are present. The school received considerable grant aid from a charitable foundation to help its establishment. It is, however, a full member of Harrow local authority and works in similar ways to other primary schools in England.

Nearly all the pupils are from British Asian backgrounds. A few come from other minority ethnic groups. All the pupils speak English as an additional language. At present there are no pupils with special educational needs and/or disabilities.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

Krishna-Avanti has a dedicated team of staff and governors, whose very well-informed work over the last 18 months has given it a strong start. The school is most capably led by the headteacher who holds high expectations and has well-founded ambitions for the future success of the school. Excellent partnerships with parents and carers, the local authority, the sponsoring Hindu charitable foundation, the former host school and many other agencies have contributed to the already good quality of education provided and the accelerating rate of progress made by pupils. Effective systems for monitoring and evaluating the quality of teaching and learning and ensuring that systems are effective have been put into place speedily and these are already providing an accurate view of development priorities. As a key part of this, the school understands the need to refine the leadership structure to match the needs of a fully-fledged primary school with all year groups present from Nursery to Year 6. It has excellent plans to put this in place progressively as the school grows in size. The clarity of view in planning to meet the demands to be faced during this time demonstrates an outstanding capacity to sustain improvement.

The new buildings are an asset to the locality and show immediately the school's special characteristics. Visitors remark on the blend of the best of east and west in the architecture. Internally, there is great pride in the design of the school to encourage quiet, peace and calm. The pupils respond fully to this. Their joy in coming to school is very evident and is demonstrated in their very regular attendance, punctuality, first-class behaviour and sense of purpose. They play and work in total harmony and respond enthusiastically to their teachers. Pupils' spiritual, moral, social and cultural development is outstanding and is recognised by parents, carers and the community as one of the school's main features. The acts of collective worship in the school's centrepiece, its temple, are reflective, personal and meaningful for the pupils. The school's Hindu traditions support fully the ethos of a 21st century British primary school where academic excellence is as important as its religious aura.

Attainment is above average, particularly in literacy and numeracy, although there is good all-round achievement too, particularly pupils' personal, social and emotional development. The outstanding quality of safeguarding, care, guidance and support and an absolute determination to ensure equal opportunities for all pupils are significant factors in pupils' extremely high sense of security and their growth as people.

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Lessons are taught well, which enable pupils to enjoy their learning and to discover much more about the world around them. Children in nursery are enthusiasts for learning. They eagerly plant seeds, make glittering Mother’s Day cards and a healthy fruit salad. They asked if the fruit salad could be placed on the classroom altar, and after dedication to Krishna, eaten in celebration of things they enjoy. Pupils are increasingly being encouraged to evaluate how they can improve their work, including in this case, how they can make the fruit salad even more appetising. Such opportunities are not yet fully established, however, and there are occasions when pupils are not given sufficient information about their targets, or opportunities to discuss how they can meet them.

What does the school need to do to improve further?

- Strengthen assessment so that the pupils have regular opportunities to discuss their learning targets, the progress they are making towards them and what is required to improve their work.

Outcomes for individuals and groups of pupils

2

Because the school is new there is very little data about pupils’ achievement in relation to national averages. However, the observation of pupils at work in lessons and the study of their books show that they make good progress. For example, Year 1 pupils made good progress in the development of their writing skills when they wrote about safe ways to cross the road following the visit of the local road safety officer. It is equally evident from work that the small number of pupils who are not from British Asian backgrounds make similar good progress to the others in school.

Pupils are conscious of good eating habits which will contribute to their health. Lunchtimes are a community event where the pupils and staff meet and share the nutritious vegetarian meals that are part of the Hindu lifestyle. Here too there is a blend of eastern and western tradition, as flapjacks feature as well as potato and aubergine kedgerree. Some pupils admit they cannot resist chocolate and other less healthy snacks, but they know regular exercise can contribute to their health and welfare. The pupils are being equipped successfully for the next stage of their education. The Year 1 pupils in particular, carry responsibility well, and the expectation that pupils will develop independence and self-reliance is borne out in their excellent behaviour, relationships and tolerance.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Pupils' attainment ¹	2
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	NA
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is improving day by day. The general level is good and there are some outstanding features, not least in the emphasis on calm, productive work in lessons. High expectations are held for behaviour and the quality of pupils' work. Teaching assistants make a valuable contribution to the quality of learning because they are enthusiastic in their encouragement of pupils to 'have a go' and be successful. The use of assessment to focus learning on the necessary next steps in skill and knowledge is good. There is a little inconsistency in practice and not all displays in classrooms celebrate the pupils' own achievements clearly enough.

The curriculum provides well for all subjects. There is proper recognition that cross-curricular links and the provision of more out-of-school activities are priorities for curriculum development. There is appropriate use of information and communication technology to promote basic skills in literacy and numeracy, although the further improvement of this is already correctly identified in school development planning. Provision for pupils' personal, social and health education is good. The visiting road safety officer provided a very popular focus on safety on the road during the inspection. The Year 1 pupils thoroughly enjoyed role playing cars and lorries travelling safely along a city street crowded with pedestrians.

Care, guidance and support are highly effective because staff are trained thoroughly. Extremely well-organised procedures are carried out with high levels of commitment. The school has been able to develop its good curriculum and its outstanding care, guidance and support because it has built very strong partnerships with others. These partnerships enable it to do things that otherwise might prove too difficult because of its current small size. The provision of coaching in football is a particular example of such successful partnerships. The very effective care for vulnerable pupils is another positive characteristic of the school that is based on the sharing of talents from staff within and outside the school.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff and governors are determined to make Krishna-Avanti an outstanding school. In a short time they have succeeded in making it a good one and they have the systems in place to forge ahead. Leaders at all levels are hard working and enthusiastic and accept responsibilities cheerfully. The governors are a powerful force for change and improvement. They are perceptive and probing but are also great friends of the school. They are ready for future challenges because they anticipate the changes that the growth of the school will bring. They have, for example, particularly well-thought out criteria for the forthcoming appointment of the deputy headteacher. The effective use of assessment data to track progress is a current priority for improvement. School staff are working in an effective partnership with the local authority to computerise the process and good progress is being made to complete the task. This work is an example of how everyone, whether teachers or non-teaching staff, work energetically and effectively together to ensure that pupils flourish.

The school has already established much in a short time. Thus, the safeguarding of pupils and the promotion of equal opportunities are both outstanding. School leaders and governors have taken an uncompromising approach to the safeguarding of pupils. Procedures are robust and leaders have anticipated all potential threats in policy creation and the development of procedures. The school does not tolerate discrimination of any form and is also very conscious of its duty to promote equality of opportunity. A very effective partnership with the Church of England has helped in the establishment of an appropriate admissions policy. Within school, all pupils are given every opportunity to do well. The Hindu ideal of serving each other and through that, Krishna, figures highly in this. The emphasis on respect for others means the pupils celebrate the main Christian festivals too. Christmas is as much part of the school year as Diwali. The school has built particularly strong partnerships with other schools locally in order to foster pupils' sense of being fully effective and welcomed members of the wider community. Comprehensive plans are in place for the enhancement of community participation and promotion through links to pupils in other schools beyond Harrow and overseas.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Leadership of the Early Years Foundation Stage is aimed squarely at improvement. There is an exceptionally well-focused approach to planning that ensures all children have ample opportunities to experience a rich programme of activity that will help them develop reliable skills and knowledge across all six areas of learning. Improvement planning for the phase is grounded in careful monitoring of the quality of provision and the progress made by the children. Assessment procedures already work well and have been identified for yet more improvement to ensure children's own thoughts on their progress are captured along with the adults' views.

Children make good progress given their below-average starting points. This is especially noticeable in the development of their speaking and listening skills and in their personal, social and emotional growth. The reasons for this are clear. Learning is fun, the children work together busily and happily and are expected to make choices, ask questions and use their initiative. One group of children cheerfully chased an 'alien' around the outside climbing frame and into the road safety area, where they pursued it on their bikes. There was constant chatter and good natured urging of others to catch it. Provision is of good quality. There is lively interaction between staff and children that encourages happy play and willing work. Reception children, for example, enjoyed their computer work to design a hotel. They included boat-shaped and triangular windows and talked fluently about them to their teacher and to the site manager who joined them briefly. Children in the Early Years Foundation Stage are very aware of all the people in school who help them enjoy their learning.

Just occasionally, time at the end of the school day is not used effectively enough to maximise progress. Children sometimes get ready for home too soon and the final minutes of the day are then not packed with the same activity and determined

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learning shown at other times. However, at 2.25pm when lessons actually end, the Reception children greet their parents and carers with stories of the day’s work and show off their homework with great pride and enthusiasm.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A higher proportion of parents and carers returned questionnaires than are often received. These showed overwhelmingly positive views of the school. A very small proportion of parents and carers wrote comments that showed their concerns about the progress their child makes and the quality of teaching. Inspectors judge that progress is good for pupils in all three classes because teaching is effective. Many parents and carers commented on how well their children enjoy school. This was very evident during the inspection. They also wrote about the high quality of care, guidance and support and the safety of their children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Krishna Avanti Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 85 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	69	18	31	0	0	0	0
The school keeps my child safe	41	69	18	31	0	0	0	0
The school informs me about my child's progress	31	53	25	42	2	3	1	2
My child is making enough progress at this school	32	54	22	37	3	5	2	3
The teaching is good at this school	37	63	18	31	4	7	0	0
The school helps me to support my child's learning	33	56	23	39	1	2	1	2
The school helps my child to have a healthy lifestyle	45	76	14	24	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	34	26	44	4	7	0	0
The school meets my child's particular needs	31	53	25	42	3	5	0	0
The school deals effectively with unacceptable behaviour	29	49	22	37	4	7	0	0
The school takes account of my suggestions and concerns	25	42	24	41	3	5	0	0
The school is led and managed effectively	31	53	22	37	4	7	0	0
Overall, I am happy with my child's experience at this school	39	66	17	29	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%. Percentages have been rounded.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 March 2010

Dear Pupils

Inspection of Krishna-Avanti Primary School, Edgware, HA8 6ES

Thank you for the very warm welcome you gave us when we visited your school recently. We really enjoyed being with you and finding out about your work. We will remember your happy faces for a long time.

We think you go to a good school. You told us you think your teachers are great and we agree that all the adults in school help you make good progress.

There are many other very good things in school.

- You are taught well.
- Your behaviour is excellent.
- You are really well looked after and kept safe.
- Children in Nursery and Reception Years are doing well.
- Your visits to the school temple help you learn to help each other.
- Your headteacher and the adults all want you to be excellent workers.

In our report we have listed something which could be improved. We want teachers to:

- give you plenty of chances to talk about how well you are learning.

We know you will help your teachers make these improvements. You can start by talking to them about what you find easy and what you find hard in your work.

We wish you good luck for the future.

Yours sincerely

David Carrington
Lead inspector

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