

# Krishna Avanti Primary School



**‘I will give teachings to all and live by what I teach’  
Lord Chaitanya**

## *Our School Prayer*

*Be more humble than a blade of grass,  
More tolerant than a tree,  
Offer respect to all  
and expect none in return.*

*In so doing,  
Chant the Holy names of God Always!*

*Hare Krishna*

# Welcome

On behalf of the children, staff and governing body, I warmly welcome you to Krishna Avanti Primary School.

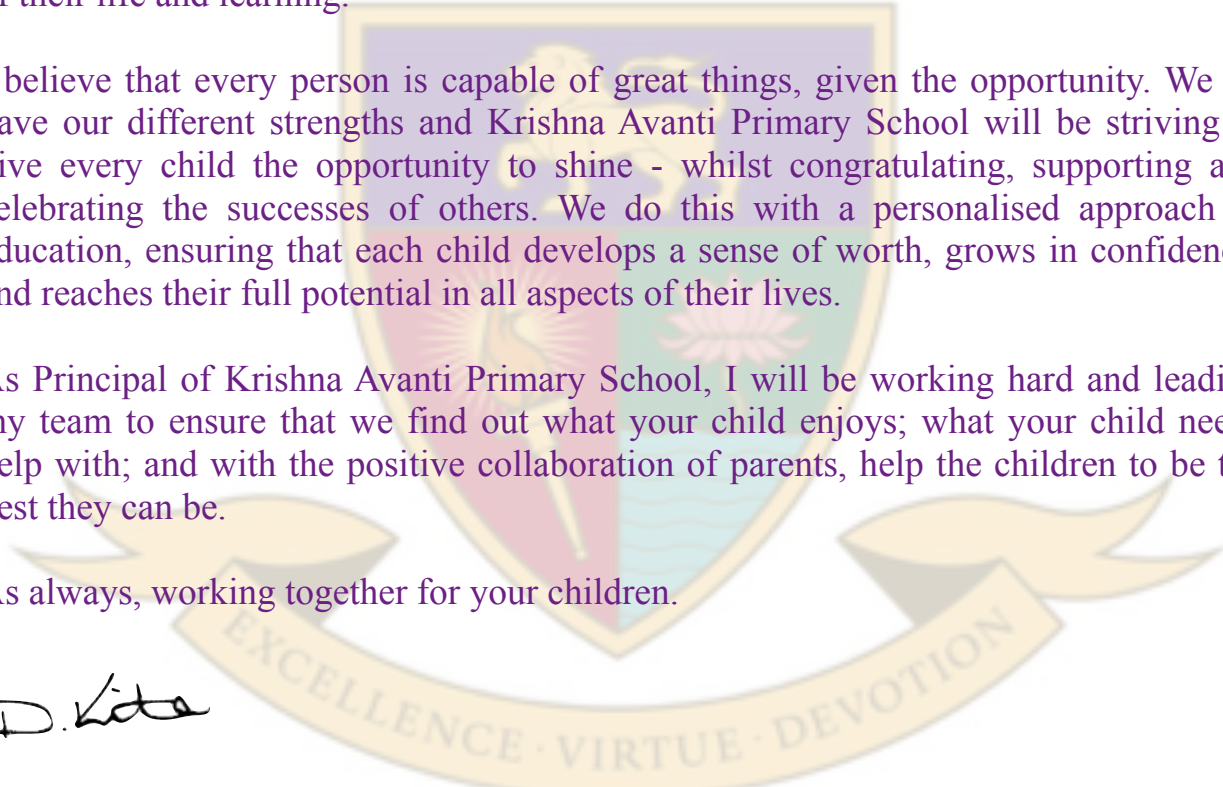
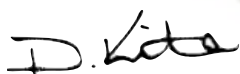
Our ethos is built around three key principles of Educational Excellence, Spiritual Insight and Character Formation. There is more on this on the next page.

Every educational establishment should strive for excellence. Children should be given every opportunity to be challenged and achieve well, attaining excellent results in all academic subjects, equipping them with the necessary skills for the next stage of their life and learning.

I believe that every person is capable of great things, given the opportunity. We all have our different strengths and Krishna Avanti Primary School will be striving to give every child the opportunity to shine - whilst congratulating, supporting and celebrating the successes of others. We do this with a personalised approach to education, ensuring that each child develops a sense of worth, grows in confidence, and reaches their full potential in all aspects of their lives.

As Principal of Krishna Avanti Primary School, I will be working hard and leading my team to ensure that we find out what your child enjoys; what your child needs help with; and with the positive collaboration of parents, help the children to be the best they can be.

As always, working together for your children.



Mr Kite  
Principal

# Introduction

All schools in the Avanti Schools Trust prepare pupils for their respective life-journeys by promoting educational excellence, character formation and spiritual insight.

## Educational Excellence

An emphasis on independent thought and personal choice fans every pupil's innate and emerging passion for learning. Our personalised approach provides tailor-made learning paths for all pupils. This motivates and enables all pupils to become reflective, articulate and independent thinkers, laying solid foundations for their future learning, vocation and self-fulfilment. Our approach is characterised by a mentorship and academic support system that is delivered in close partnership with parents.

## Character Formation

Avanti Trust schools prepare pupils to take their places as loyal, responsible and broad-minded British citizens. Our ethos acknowledges that personal virtue, responsibility and a wholesome sense of identity underpin success in all endeavours. It nurtures conduct consistent with the universal virtues of respect, integrity, humility, courage, empathy, gratitude and self-discipline. Trust schools promote holistic, responsible lifestyles through a vegetarian diet, a curriculum that integrates yoga and meditation and a built environment that actively fosters environmental concern.

## Spiritual Insight

The development of spiritual insight is at the heart of the curriculum and draws on the teachings of Krishna Chaitanya<sup>1</sup>, which embrace a universal, inclusive approach to spirituality, aimed at rekindling a personal, loving and spontaneous relationship with the divine (Krishna). The curriculum offers opportunities to explore the philosophies and traditions of different faiths. Collective Worship includes the following practices: kirtan<sup>2</sup>, meditation<sup>3</sup>, worship<sup>4</sup>, reflection, song, prayer, and story-telling<sup>5</sup>.

# How we achieve our Ethos

## **Educational excellence will be achieved through:**

- Happy and fulfilled learners and teachers.
- Highly-skilled and actively engaged leadership and governance, dedicated to continuous improvement and to realisation of the school's distinctive vision and ethos.
- A broad and challenging curriculum focused on core skills and subjects.
- Continuous development of the professional knowledge and skill of all staff, and adequate respect for their professional discretion and integrity.
- Staff with high expectations, convinced that every child is both uniquely gifted and has identifiable areas for improvement.
- Personalised targets and learning paths for all pupils, supported by thorough, learner-focussed mentorship and effective ICT systems.
- Provision of subject and qualification choice, ensuring that each learner maximises his or her talents and never becomes lost.
- Provision of a broad, flexible and challenging curriculum that allows students to develop in the direction best suited to them, at their own pace, and which promotes realisation of their full potential.
- Curriculum that includes a focus on ethics, philosophy, the creative and performing arts, and valuable cultures of ancient and contemporary civilisations.
- Values-based approach to the humanities and its emphasis on the artistic and spiritual realms.
- The study of Sanskrit<sup>6</sup> as the root of almost all eastern and western languages.
- Progress-tracking using rigorous intra-year staff assessment, self and peer assessment, formative assessment, detailed reporting, and – as needed – early intervention and support.
- Lessons designed to be relevant to students' lives, to develop learning and questioning skills, and to deepen motivation, understanding and personal insight.
- Partnerships with universities, links with businesses, and opportunities for apprenticeships and work-related learning.
- Sincere and committed engagement of parents (and other family members) as co-educators.

## **Character formation will be achieved through:**

- A curriculum that challenges students to reflect, think for themselves, explore the links between character and conduct, develop moral literacy and make their own well-informed lifestyle choices.
- Empowerment of students to empathise with others and to deeply reflect on their own choices and their social and personal impacts.
- Dedication to community cohesion, especially through service to the community and active partnership with other social, charity and community-based groups.

- Encouraging students to adopt conscientious and balanced lifestyles, underpinned by a sense of stewardship and an innate reverence for life, nature and the earth's resources.
- Provision of classes in yoga and meditation, and a vegetarian diet that is healthy and freshly cooked.
- Clean, uncluttered and sustainable learning environments that support the school's emphasis on mindfulness.
- Working collaboratively with the wider community, especially partner public agencies.
- Visits to diverse sacred places and educational venues.
- A broad offering of competitive and non-competitive sports, both within the curriculum and as extra-curricular opportunities.
- Opportunities for developing leadership, team building and personal integrity through partnerships with other organisations.
- Dedication to leadership at every level and nurture of students' voice and involvement, up to Governance level.

### **Spiritual insight will be achieved through:**

- Positive and uplifting experiences of RE and Collective Worship.
- The singing of the names of the Divine, with special, but not exclusive, focus on Krishna.
- Opportunities for self-discovery and spiritual exploration.
- Effective pastoral care that supports each student's personal, emotional and spiritual journey.
- Dedication to working in partnership with other faith schools/organisations to provide students an authentic experience of diverse spiritual traditions.
- Recognition that all of the world's great spiritual traditions represent the divinity in their distinctive ways.
- Authentic understanding of the world views underpinning various manifestations of religion and spirituality, with stress on their shared essence: a loving reciprocal and personal relationship with the Divine.
- Exploration of faith and spirituality across different traditions in a probing and dialogic manner, with constructive critique of practices, philosophies and epistemologies to promote honest and empathetic dialogue.
- Encouragement of students to develop a broad-minded perspective by acknowledging the key roles of free choice, fidelity to tradition and exemplary role models.
- The warm and welcoming enrolment of young people from all backgrounds.
- Rekindling of an awareness of an essential spiritual identity that unites all living beings, transcending all designations related to age, race, gender, species, faith affiliation and ability.
- Through the support of the iFoundation who is the religious authority (Hindu) for AST schools. iFoundation draws upon the teachings of Krishna Chaitanya as practised by ISKCON, the International Society for Krishna Consciousness.

- Preparation of students to make up their own minds on issues of faith and belonging, religious and otherwise.<sup>7</sup>

<sup>1</sup> Our ethos draws from the teachings of Chaitanya Mahaprabhu. Chaitanya was born in 1486 in Nadia, then East India's epicentre for learning and scholarship. At an early age he founded what quickly became the region's foremost school, widely renowned for its teaching in logic, grammar and rhetoric. He went on to lead an early civil disobedience movement, contesting religious sectarianism. In later life, he turned his attention to spiritual ideals that transcended social and religious boundaries and thus paved the way for a great spiritual renaissance. He taught that the essence of education is to appreciate how everything has a special relationship with the divine and that such an understanding culminates in a profound spiritual realisation of love, compassion and selflessness – the original, pure nature of every being. He emphasised spiritual equality and advocated that humanity can be united through a shared love of God, expressed through the singing of God's many names. Chaitanya's exemplary life heralded the dawn of an inclusive spiritual resurgence that continues to inspire people from all faiths.

<sup>2</sup> Kirtan is the call/response singing of God's names.

<sup>3</sup> Learning to be still, be aware, breath deeply and visualise; often involving the use of mantras (sacred sounds, including chanting God's names).

<sup>4</sup> Worship at a Krishna shrine, often involving the offering of flowers.

<sup>5</sup> Songs, prayers and stories may be drawn from various traditions but are in concurrence with the teachings of Chaitanya.

<sup>6</sup> Sanskrit is as close as we can get to an essential language and contains divine concepts, a flawless system of grammar and gives access to the great eastern texts such as the Bhagavad Gita.

<sup>7</sup> This element of the school's work will become increasingly more sophisticated as the pupils grow in experience and maturity, but it will be an entitlement for all.



# Early Years Foundation Stage

At Krishna Avanti Primary School, our pupils' first experiences of education are enjoyable and engaging. We expect all members of the school community to work collaboratively, with high aspirations and expectations of everyone, consistent with our ethos.

There are two main aspects covered in Foundation 2. These are called Prime Areas of Learning (the most important building blocks of learning) and Specific Areas of Learning (focused on specific subject areas).

## Prime Areas of Learning

- **Communication & Language Development:** involves giving children opportunities to experience a rich language environment; to develop confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development:** involves providing opportunities for children to be active and interactive; to develop their coordination, control and movement; children taught to value and understand importance of physical activity as part of a healthy lifestyle, including food choices.
- **Personal, Social & Emotional Development:** involves helping children develop a positive sense of themselves and others; to form positive relationships with adults and children; respect for each other; develop social skills and learn how to manage their feelings; to understand appropriate behaviours in groups.

## Specific Areas of Learning

- **Literacy Development:** linking sounds and letters to beginning to read and write. Phonics is a way of teaching children to read.
- **Mathematics:** developing skills in counting, understanding and using numbers, calculating using simple addition and subtraction problems; describe shapes, spaces and measurements.
- **Understanding The World (Humanities & Sciences):** guiding children to make sense of their world; explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts & Design:** opportunities for sharing their thoughts, ideas and feelings through art, music, dance, role play, movement and design and technology.

## Characteristics of Effective Learning

Playing and Exploring - engagement

- finding out and exploring
- playing with what they know
- being willing to have a go



### Active Learning – motivation

- being involved and concentrating
- keeping on trying
- enjoying achieving and what they set out to do

### Creating and thinking critically – thinking

- having their own ideas
- making links
- choosing ways to do things

## Areas of Learning and Development

Personal, Social and Emotional Development : making relationships; self- confidence and self-awareness; managing feelings and behaviour

Physical Development : moving and handling; health and self care

Communication and Language: listening and attention; understanding; speaking

### Specific Areas

- Literacy
- Reading and Writing
- Mathematics
- Numbers, Shape, Space and Measures
- Understanding the World: people and communities; the world; technology
- Expressive Arts and Design
- Exploring and using media and materials; being imaginative



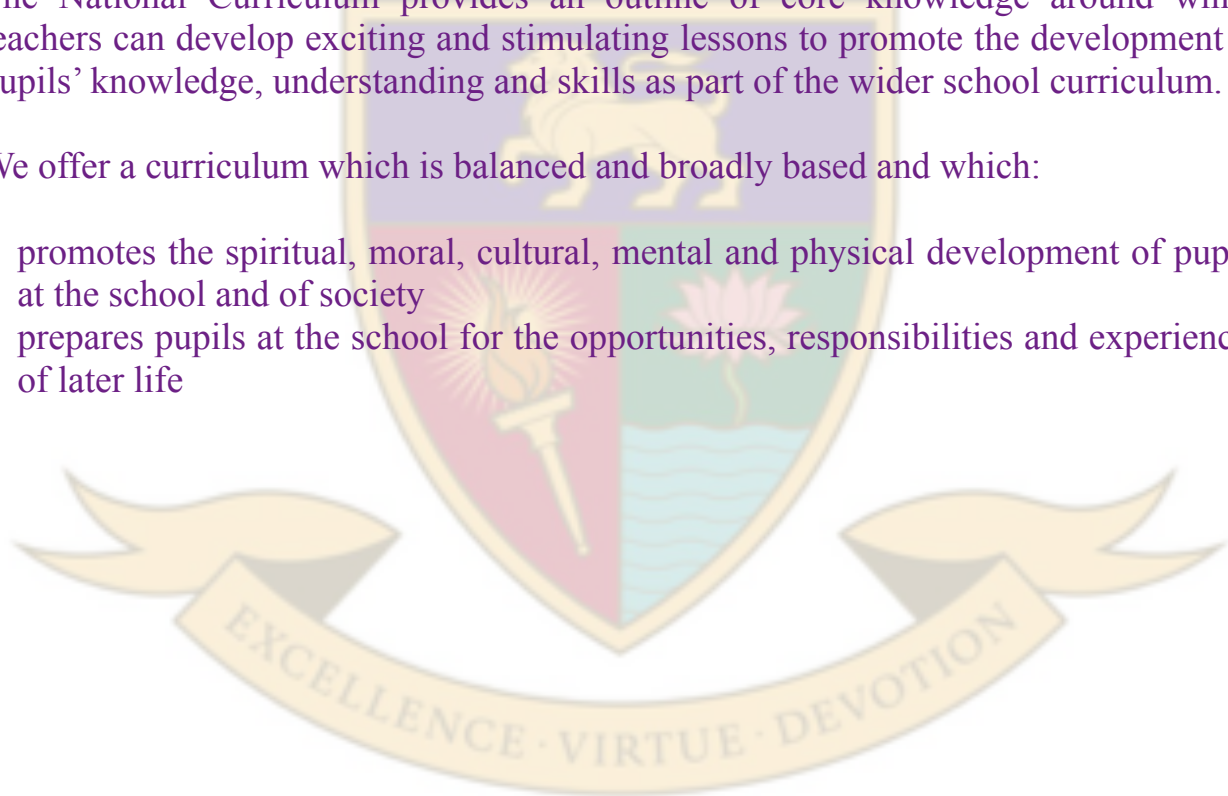
# Key Stage 1 (Year 1 and Year 2) and Key Stage 2 (Year 3 to Year 6)

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. It is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications.

The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

We offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life



# Inclusion

We set high expectations for every pupil, planning challenging work appropriate for their current attainment and needs.

The progress of every child is tracked, monitoring and evaluating their strengths and areas for development. Targets are set for each child and are shared with parents throughout the year at Parents' Evenings, enabling positive collaboration to support the children's personalised learning journey.

We enrich the curriculum with memorable learning experiences, including educational visits and outdoor learning opportunities. Pupils are largely taught together in their class but are supported by focused interventions, where needed, so that children achieve well.

Subjects taught:

- Mathematics
- English – spoken language, reading, writing and vocabulary
- Science
- Philosophy, Religion and Ethics
- Computing
- Geography
- History
- Personal, Social, Health Education (PSHE)
- Physical Education (PE) and Yoga
- Art and Design
- Design and Technology, including Nutrition
- Sanskrit
- Spanish
- Music
- Peripatetic Music – children in Key Stage 2 have the opportunity to learn to play the piano, recorder and Mrdanga.
- Philosophy Religion and Ethics Curriculum

Our curriculum is developed to include Philosophy, Religion and Ethics, which although taught discretely, is intended to inform all learning throughout pupils' time at school.

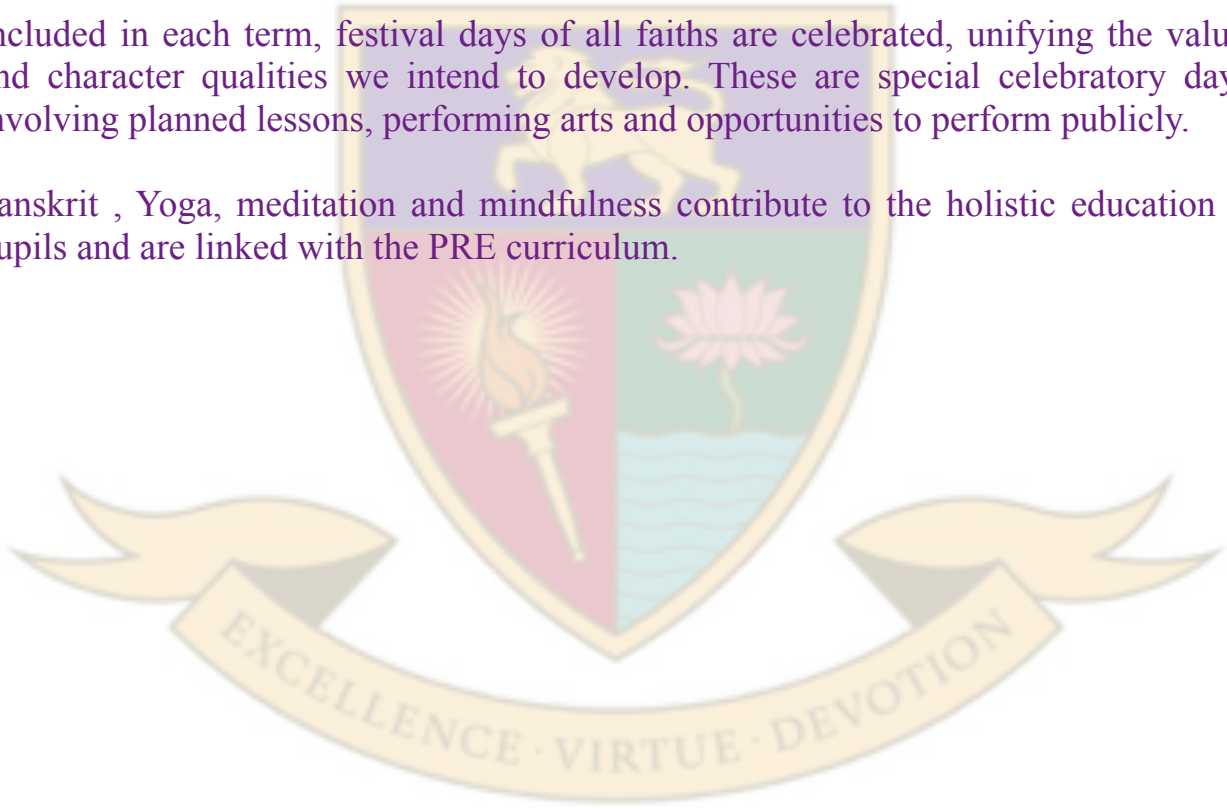
The curriculum is focused on developing seven key values. Humility is the overarching value and unifies the others, which are:

**Empathy**  
**Courage**  
**Respect**  
**Self-discipline**  
**Gratitude**  
**Integrity**

Each value is covered over each one of the six terms, repeating year on year to extend pupils' understanding showing progress over time.

Included in each term, festival days of all faiths are celebrated, unifying the values and character qualities we intend to develop. These are special celebratory days, involving planned lessons, performing arts and opportunities to perform publicly.

Sanskrit , Yoga, meditation and mindfulness contribute to the holistic education of pupils and are linked with the PRE curriculum.



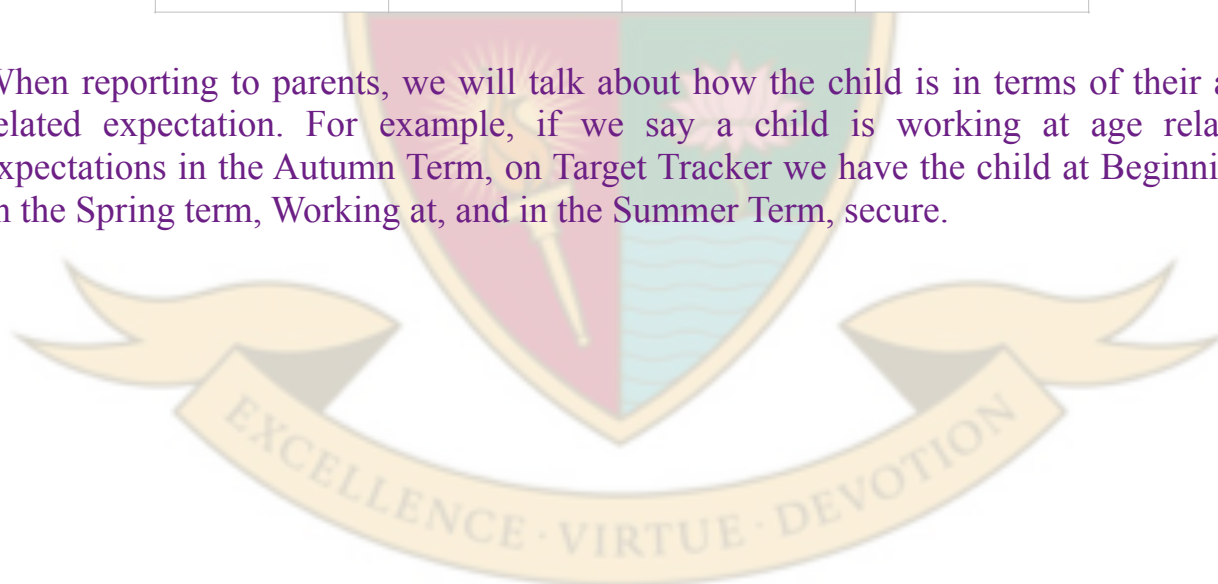
# Assessment

The progress and attainment of all children is monitored and evaluated using Target Tracker. Children will be assessed against numerous statements, directly linked to the national curriculum with a clear indication that children are beginning, working at, or secure against those statements for particular year groups.

For the 'typical' child, progress will look like the following:

<b>Secure</b>			✓
<b>Working at</b>		✓	
<b>Beginning</b>	✓		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

When reporting to parents, we will talk about how the child is in terms of their age related expectation. For example, if we say a child is working at age related expectations in the Autumn Term, on Target Tracker we have the child at Beginning. In the Spring term, Working at, and in the Summer Term, secure.



# Admissions

To apply for a place for a Foundation Stage child at the school, here's what you need to do:

1. Applicants must complete the City Council's admissions form and return it to the Council offices. Applications must be submitted within the time frame as per the guidelines of the Local Authority.
2. Parents must also complete a Supplementary Information Form ('SIF') if wishing to apply for a place on the basis of Hindu practice or for an ISKCON Leicester place. Please download the form from the link on the Website or pick a form up from the school office.
3. The SIF must be returned to the school office and not to the City Council. Our school office address is on the form.
4. Applications received by the Local Authority after the closing date will be considered only after those received on time.
5. Offers of Foundation 2 places will be sent to applicants from the City Council, usually in April following the application.
6. Unsuccessful applicants will be placed on a waiting list. If a place becomes available this will be allocated using the School's admissions policy and over subscriptions criteria.
7. Unsuccessful applicants have the right to appeal. Further information is available from the School Office

Applications outside of the above process:

1. If your child is in Foundation 2 and wishes to join Krishna Avanti Primary School after the start of School (late August or early September) in the first School term up to the end of December of that calendar year, then you will need to apply using the Krishna Avanti School Admissions form (see the link on our website) and submit it to: [kapsleicester@avanti.org.uk](mailto:kapsleicester@avanti.org.uk)
2. If your child is in any other Year group then you will also need to complete the Krishna Avanti Admissions Form (download from our website or collect from the school office) and submit this directly to [kapsleicester@avanti.org.uk](mailto:kapsleicester@avanti.org.uk). If no place is available your child may be added to our waiting list.

# Uniform



It is part of our School Uniform Policy that all children wear the school uniform. It sets a good tone and standard in addition to identifying the school and promoting our uniqueness.

All compulsory items bearing the embroidered school logo must be purchased from Brigade Clothing via their online service called PARENTS DIRECT. The school does not take orders for uniform and does not hold any stock of uniform items.

Items listed below that do not specify a school logo (e.g: white polo) may be obtained from either our supplier or a supplier of your choice.

Shoes should be black in colour. They must be practical and give good protection to the toes; sandals are not permitted. Socks must be worn even during summer and they should be black or grey in colour. White ventilated summer socks are available from high street stores and these are recommended to be worn during hot weather. Pinafore dresses and skirts must fall below the knee.

Pupils who arrive at school in breach of the School Uniform Policy will be referred to the Principal for consideration and may be sent home to change, or their parents/ carers may be contacted, depending upon the age of the child.

COMPULSORY ITEMS		SIZES	SIZE GUIDE
	<b>Avanti Boys V Neck Knitted Jumper</b> <ul style="list-style-type: none"> <li>• 50% cotton, 50% acrylic</li> <li>• Navy</li> <li>• Embroidered with school crest</li> </ul>	24"	3–4
		26"	5–6
		28"	7–8
		30"	9–10
		32"	11–12
	<b>Avanti Girls Knitted Cardigan</b> <ul style="list-style-type: none"> <li>• 50% cotton, 50% acrylic</li> <li>• Navy</li> <li>• Embroidered with school crest</li> </ul>	24"	3–4
		26"	5–6
		28"	7–8
		30"	9–10
		32"	11–12

	<b>Avanti School Tie [YEAR 6 BOYS/GIRLS ONLY]</b>	45"	
	<b>Avanti Book Bag</b> <ul style="list-style-type: none"> <li>• Strong 100% polyester with PVC backing</li> <li>• Velcro fastening and carrying handle</li> <li>• Internal zipped pocket</li> <li>• Slot for name/school tag</li> <li>• Embroidered with school crest</li> </ul>	52"	
<b>NON-COMPULSORY ITEMS</b>		<b>SIZES</b>	<b>SIZE GUIDE</b>
	<b>Avanti Polo Shirt</b> <ul style="list-style-type: none"> <li>• Comfortable to wear polyester/cotton</li> <li>• Highest quality looks, hard wearing, long lasting</li> <li>• Soft collar with smart button placket</li> <li>• Embroidered with school crest</li> </ul>	24" 26" 28" 30/32"	3–4 5–6 7–8 9–11
	<b>Avanti 'Blue Max' Fleece Jacket</b> <ul style="list-style-type: none"> <li>• 100% anti-pill Polyester polar fleece, 300 gsm</li> <li>• Hanging loop and taped neck seam</li> <li>• Elasticated cuffs and draw cord, full length zip</li> <li>• Top stitched seam detail</li> <li>• Two zip pockets with matching puller tabs</li> <li>• Embroidered with coloured school crest</li> </ul>	24" 26" 28" 30" 32" 34"	3–4 5–6 7–8 9–11 11–12 13

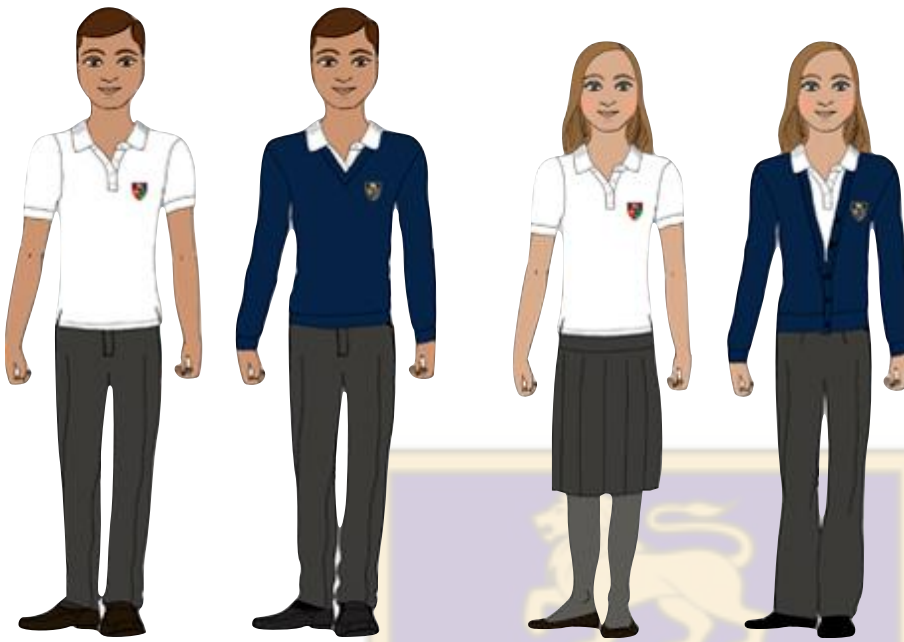


	<p><b>Avanti Swim/PE Bag</b></p> <ul style="list-style-type: none"> <li>• Polyester coated, draw string bag</li> <li>• Embroidered with school crest</li> </ul>		
	<p><b>Avanti Rucksack</b></p> <ul style="list-style-type: none"> <li>• 450 Denier coated polyester</li> <li>• Large front organiser pocket</li> <li>• Side mesh pockets</li> <li>• Embroidered with school crest</li> </ul>		

**Other compulsory uniform items (can be purchased anywhere)**

BOYS	GIRLS
White polo shirt	White polo shirt
White shirt (YEARS 4–6)	White shirt or blouse (YEAR 4–5) White shirt (YEAR 6)
Grey trousers (not black or charcoal)	Grey trousers or grey below-knee skirt (not black or charcoal)
Black/grey socks	Black/grey socks/tights
Black school shoes (no trainers/boots)	Black school shoes (no trainers, boots or sandals)
SUMMER TERM OPTIONS	
Grey shorts	Navy (dark blue chequered – NOT light blue) gingham pinafore dress

## What these look like



Children need a school book bag with our logo in the primary phase. This develops positive and organised attitudes to reading and being prepared for school. The book bag must be brought to school and taken home each day, along with their Home School Books.

### PE Kit

Children need a change of clothing for Physical Education; this should include navy blue shorts, a house coloured T-shirt (teachers will advise which house your child is in (Air - Yellow, Earth - Green, Fire - Red and Water - Blue), trainers, navy blue jogging bottoms and a navy blue sweat top (no hood). Learning to change out of uniform and into a PE kit is an important learning task for our younger children. It also creates a growing self-awareness of what is appropriate in different settings.

*PE kit should include a rucksack with our school logo to carry everything in.*

### Labelling Your Child's Uniform

It is vital that all children are able to locate their own property as it facilitates early reading skills, independence and self-esteem. Please ensure that all your child's clothing and property including shoes are clearly labelled. Your child's name should appear in lower case letters, with the first letter of their name/surname in capitals.

The most appropriate option is to purchase pre-printed iron-on name labels which will last throughout your child's school years and are easily available online. If you are not purchasing pre-printed labels, then your child's first name must be clearly handwritten with a black, permanent marker pen onto iron-on name labels.

## How to purchase



Brigade Limited is our supplier for uniforms.  
If you need to purchase uniform, please order from Brigade at:  
[www.brigadeuniformdirect.uk.com](http://www.brigadeuniformdirect.uk.com)

## After School Clubs

We offer a wide range of after-school activities. These may change term to term. Below is a sample of our current activities.



### Club Timetable Autumn 2016

	Monday	Tuesday	Wednesday	Thursday	Friday
School time	Mridanga <sup>££</sup>	Recorders <sup>££</sup> Piano <sup>££</sup>	Piano <sup>££</sup>		
Lunchtime	KS1 Board Games Mrs Deva KS2 Art and Craft Miss Motivaras	KS2 Match Attax Mrs Deva KS2 Sewing Mrs Asher/Miss Bersana KS2 Magazine Mrs Kaur	Reading Mrs Deva Singing Mrs Patel KS1 Art and Craft Mrs Mumaje/Mrs Mistry	Mathematics Mrs Deva	KS1 Colouring Mrs Deva KS2 Hamabeads Mrs Mistry KS2 Conch Mr Kathrani
After School	KS2 Dodgeball <sup>£</sup> (16:30) Clubszone Mad Science <sup>£</sup> (15:45) KS1 Art Mrs Daji KS2 Kirtan Performing Arts Mrs Khakhar/Miss Parmar	Foundation 2 Games Mrs Chauhan KS2 Tennis <sup>£</sup> (16:30) Clubszone KS1 Dance <sup>£</sup> (15:45) Karate <sup>£</sup> (Graded) (15:45)	KS1 Multi Sports <sup>£</sup> (16:30) Clubszone KS2 Dance <sup>£</sup> (15:45)	KS2 Basketball <sup>£</sup> (16:30) Clubszone Karate <sup>£</sup> (Non-graded) (15:45) KS2 Football Mr Kite Foundation 2 Ballet <sup>£</sup> (15:30) Starts October	KS2 Rugby <sup>£</sup> (16:30) Clubszone KS2 Cricket Mr Kathrani/Mr Kite/Mr Johnson

# Peripatetic Music Lessons

Peripatetic music lessons are provided for the children for Year 2 and Key Stage 2 children.

We offer the following:

- Indian Classical Drumming – Mrdanga
- Recorders
- Piano

These lessons are optional and not funded by school. If you wish your child to learn to play any of these instruments, please contact the School Office for further information.

