



AVANTI COURT

PRIMARY SCHOOL

PROSPECTUS

· Additional Information ·

Avanti Court Primary School, Redbridge

Avanti Court is a new school for boys and girls aged four to eleven. The School was set up in response to demand for primary school places in Redbridge and is set to be a world-class school.

Based in Redbridge and open to students of any faith and from any borough, Avanti Court offers a broad, challenging curriculum focused on core skills and subjects as well as specialisms in Mathematics and Performing Arts. What makes the school distinctive is its values-based approach to the humanities, which encourages pupils to value themselves, others and the environment, empowering them to be effective learners and good citizens. The school also offers opportunities to study ethics, philosophy, Sanskrit (as the root of almost all eastern and western languages), leadership training, meditation and yoga.

The school provides places for 840 children (by 2018), with 120 children in each year group as well as a Nursery. We aim to develop a small school model so that every child is well known, challenged and inspired to be the best they can be. The school is led by James Biddulph, previously an Advanced Skills Teacher with significant and highly successful school leadership experience in East London schools.

Avanti Court is part of the Avanti Schools Trust family of schools. As a state-funded school there are no fees.

Our Vision

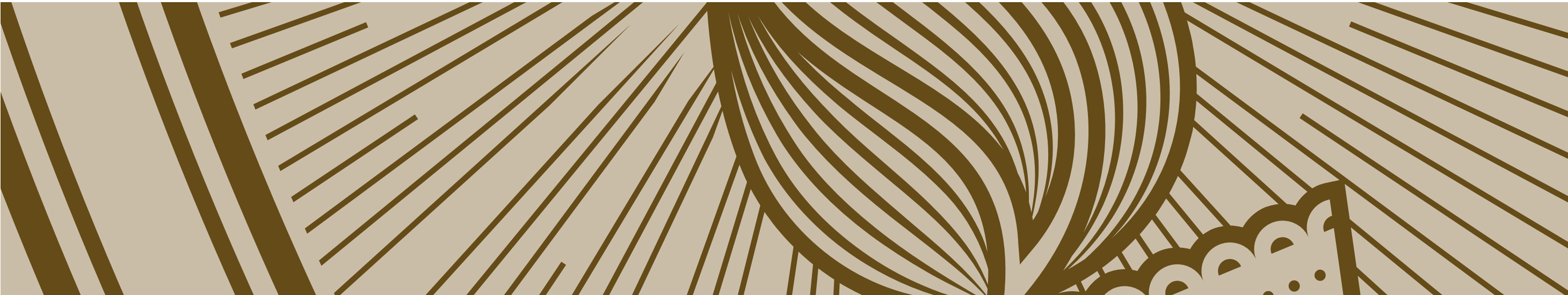
Our School prepares students for their respective life-journeys by promoting educational excellence, character formation and spiritual insight. Emphasis on independent thought and personal choice fans every student’s innate and emerging passion for learning. This personalised approach provides tailor-made learning paths for all students, ensuring their long-term progress and fulfilment, and is supported by a mentorship system delivered in close partnership with parents. We also work collaboratively with the wider community, especially partner organisations, to prepare students as responsible British citizens. The School promotes holistic, responsible lifestyles through a vegetarian diet, a curriculum that integrates yoga and meditation, and a built environment that actively fosters environmental concern. By drawing on the teachings of Krishna Chaitanya*, our School embraces a universal, inclusive approach to spirituality, aimed at rekindling a personal, loving and spontaneous relationship with the divine (Krishna).



* Our ethos draws from the teachings of Chaitanya. He was born in 1486 in Nadiya, 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. Such 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 His many names. Chaitanya’s exemplary life heralded the dawn of an inclusive spiritual resurgence that continues to inspire people from all faiths.

Educational Excellence



Our School motivates and enables all pupils to become reflective, articulate and independent thinkers, laying solid foundations for their future learning, vocation and self-fulfilment. The broad and challenging curriculum focuses on core skills and subjects, and is distinctive in its values-based approach to the humanities and its emphasis on the artistic and spiritual realms.

This 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.
- 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 a broad, flexible and challenging curriculum that allows students to develop in the direction best suited to them, at their own pace, and as promotes realisation of their full potential.

- Curriculum that includes a focus on ethics, philosophy, the creative and performing arts, and the highest culture of ancient and contemporary civilizations.
- The study of Sanskrit** 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 classes.
- Lessons designed to be relevant to students’ lives, to develop learning and questioning skills, and to deepen motivation, understanding and personal insight.
- Sincere and committed engagement of parents (and other family members) as co-educators.

** 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.

Character Formation



The School acknowledges that personal virtue, responsibility and a wholesome sense of identity underpin success in all endeavours, material and spiritual. It nurtures conduct consistent with the universal virtues of respect, integrity, humility, courage, empathy, gratitude and self-restraint.

This 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 local 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.
- 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.



Rooted in the teachings of Chaitanya, our School promotes an inclusive, accessible approach to spirituality. It aims at a personal, loving and spontaneous reciprocation with the divine (Krishna). Self-discovery is supported through song, mantra meditation, service to humanity, contemplative prayer and the study of exemplary role models. This prepares all students to make lasting contributions to society as loyal, responsible and broad-minded citizens.

This will be achieved through:

- The warm and welcoming enrolment of young people from all backgrounds.
- 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.
- Curriculum and extra-curricular 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 worldviews underlying various external 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.
- Preparation of students to make up their own minds on issues of faith and belonging, religious and otherwise.***
- 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.

*** 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.

Our Learning Journeys

At Avanti Court, we want our pupils' first experiences of education to be 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.

By the end of the Early Years and Foundation Stage (Reception Class), we aim for all our children to have developed positive attitudes to school supported by: positive relationships with adults, strong friendships, meaningful learning activities set in an engaging, calm learning environments and strong links between school and parents/carers. We also expect them to have a firm understanding of phonics and enjoy reading, offering additional directed support to those with need.

Children will be offered a broad, balanced Early Years Foundation Stage curriculum. This allows plenty of opportunities to learn through play in a wide variety of contexts and focuses on: personal, social and emotional development; communication, language and literacy; problem-solving, reasoning and numeracy; knowledge and understanding of the world; and physical and creative development. Teaching will encourage all children to ask questions and talk about their play and learning.

Key Stages 1 and 2: Years 1 to 6

Throughout Key Stages 1 and 2, pupils will continue to develop a love of reading, through an effective balance of synthetic phonics, drama, speaking and listening tasks, guided reading and story telling. We know that pupils who can communicate orally and in writing and who understand the value and pleasure of reading, are more likely to have happy, fulfilling academic and personal lives.



With these skills, pupils will access a broad and balanced curriculum that includes:

- English
- Mathematics
- Science
- Arts (Music, Art, Dance and Drama)
- ICT (Information and Communications Technology)
- Physical Education (PE)
- Humanities
- Religious Education (RE)
- Yoga and Meditation
- Sanskrit (Years 4, 5 and 6)
- Spanish
- PSHE (Personal Social Health and Economic education, including philosophy and ethics)

We aim to enrich the curriculum with memorable learning experiences, including educational visits and outdoor learning opportunities.

Pupils will be largely taught together in their class but will be supported by focused interventions, where needed, so that no child is left behind. The topic-themed approach to planning will be enriched further by discrete special events including termly Maths Challenge Days and an annual Creativity Week. As a school specialising in Mathematics and Performing Arts, we aim to provide extra opportunities for pupils to expand their knowledge and understanding in these areas. All pupils will take part in performances and key skills in Mathematics will be secured by high-quality teaching.

By the end of Key Stage 2, we aim for all our pupils to have the confidence, resilience and increasing maturity to deal with changes in school and at home, whatever they may be. We expect them to have developed: a love of reading; a thirst to enquire, ask questions and find out; positive relationships; good behaviour; and key maths, musical and artistic skills to prepare them for their next phase of education.

Our compassionate and caring pastoral approach, based on the teachings of Hindu scriptures, will encourage all pupils to reflect on their own faith or belief system, to explore their spirituality and enter the Secondary phase of education with a reflective, critical thinking and compassionate mind. We want them to understand the impact of their choices on themselves, on others and on their environment, both locally and globally. We expect them to be positive contributors as British and World citizens.

Extra-curricular Activities



A lively and engaging extra-curricular programme will operate after school and will be staffed by members of the school community, volunteers and professionals. These activities will aim to stimulate curiosity, inform and generate a lifelong love of learning alongside developing new hobbies, interests and skills that can also be accredited. Music tuition and singing will be a key part of this programme, leading to the formation of high-class performances, an awareness of self and others and a strong sense of community.



The spiritual development of students will be a core element of all programmes, though most obviously evident in the newly-devised ethics course which will build from Reception right through to Year 6. The course will encompass a study of all major world religions, critical thinking and the development of an informed moral code that produces a strong sense of individual responsibility and accountable citizenship within the community.

Our Specialisms



Performing Arts Specialism

At Avanti Court, we see the Performing Arts as a powerful means for helping pupils develop self-confidence and communication skills in a wide range of settings. It is also a key element in living out the distinctive faith and aesthetic ethos of the school. Among other real benefits for your child, Performing Arts can help develop:

- Their understanding by bringing together the spiritual, physical, aesthetic and intellectual.
- A growing understanding of the role of performance as an offering and service to the Divine and to others.
- An awareness of the relationship between excellence, skill and practice.
- Growing confidence in working with and for others in a variety of roles, including leadership.
- A growing ability to deal with new situations, to problem-solve and a range of linguistic, musical and movement abilities.



Mathematics Specialism

As well as ensuring that all young people reach a level of numeracy that enables them to access and engage with the numerical requirements of society, mathematical approaches to the world and to learning will be essential elements of the distinctiveness of the school. The Mathematics specialism at Avanti Court will give your child:

- The skills and knowledge to manipulate and use numbers with growing confidence and skill in a wide range of contexts.
- A growing understanding of and engagement with the economic world we live in and their roles and responsibilities within it.
- Skills in shaping and posing questions and developing convincing arguments that can be presented in a variety of ways.
- A growing understanding that, beyond the functional, Mathematics has rich spiritual, historical and cultural roots.

Unique and special: A House system and the personal curriculum



Each child will have an individual, personal relationship with Avanti Court. This relationship will develop as the learner matures so that they become increasingly responsible for their learning within the supportive environment of home and school.

Whether they join in Reception or at another point during their Primary education, children will be cared for and supported by a system of academic tutoring and coaching that is focused and effective, so that children feel valued, listened to and happy. Children learn best when they are happy. The support that young people receive at Avanti Court will be tailored to suit their needs so that they can maximise their learning potential. This will help ensure that every child feels secure so that they can give their best.

In the early years there will be, by necessity, more control in the hands of family and school as co-educators. But as the learner matures and grows in confidence they will be encouraged to take on more of the responsibility for their learning and other aspects of their lives at Avanti Court.

In the older years, children will become more active in the leadership of the school (e.g. Prefects and Class Ambassadors). As well as this, a distinctive aspect of Avanti Court is the effective spiritual development of all, supported by a number of adults and peers, with the intention that: everyone reaches their full potential, understands the possibilities of life, to be reflective and compassionate members of society. All children will be supported initially by their class teacher and other key adults working in the year group but where necessary will be offered extra guidance and care to support their needs.



Home-School: Partnerships For Success

Your child is extremely important to you. While at Avanti Court, we will endeavour to match your high expectations for your child because we believe in the learning potential of effective, supportive and strong partnerships between parents, grandparents, extended families and the school.

We hope to draw on your skills, your experiences, your commitment and your enthusiasm to support what happens in school so your child has the best chance to succeed. We all know that excellent attendance results in consistency and higher levels of progress and we are committed to ensuring all our children have their educational entitlement.

As parents and families, you will always be able to monitor your child's progress in a number of ways – through regular, formal progress meetings, via the secure website, or by getting in touch with your child's teacher.

House System

In the early years, your child's class will be the place where they feel 'at home' in school. But as they pass into Key Stage 2, they will also become part of a larger unit: their 'House'. This will be a 'place of gathering' where sport and other activities, such as fundraising and volunteering, will be focused. The House System will evolve as pupils take on leadership roles, contributing their ideas and 'pupil voice' to school development and evaluation.

Uniform

All children are expected to wear the correct school uniform, which aims to unite our community and set up the right attitude to school. It also ensures that children are treated equally without peer pressure relating to fashion, which can get in the way of their learning. The school operates a strict uniform policy that all pupils are expected to follow.

RECEPTION – YEAR 3	
Boys White polo shirt (school logo optional) School jumper (with logo) Dark grey trousers Black/brown shoes (not trainers)	Girls White polo shirt (school logo optional) School buttoned cardigan (with logo) Dark grey trousers or skirt Black/brown shoes (not trainers)
YEAR 4 – YEAR 5	
Boys White shirt School jumper (with logo) Dark grey trousers Black/brown shoes (not trainers)	Girls White blouse shirt School buttoned cardigan (with logo) Dark grey trousers or skirt Black/brown shoes (not trainers)
YEAR 6	
Boys White shirt School tie School jumper (with logo) Dark grey trousers Black/brown shoes (not trainers)	Girls White blouse shirt School buttoned cardigan (with logo) Dark grey trousers or skirt Black/brown shoes (not trainers)

All children need an Avanti Court book bag and should bring it to school every day. This supports the development of responsible and organised behaviours.

Admissions: Applying For A Place

Avanti Court is an inclusive school and welcomes applications from all backgrounds. There are 120 places per year group and we are accepting applications for Reception and Year 1 places in 2012, even though the Redbridge deadline for applications has passed.

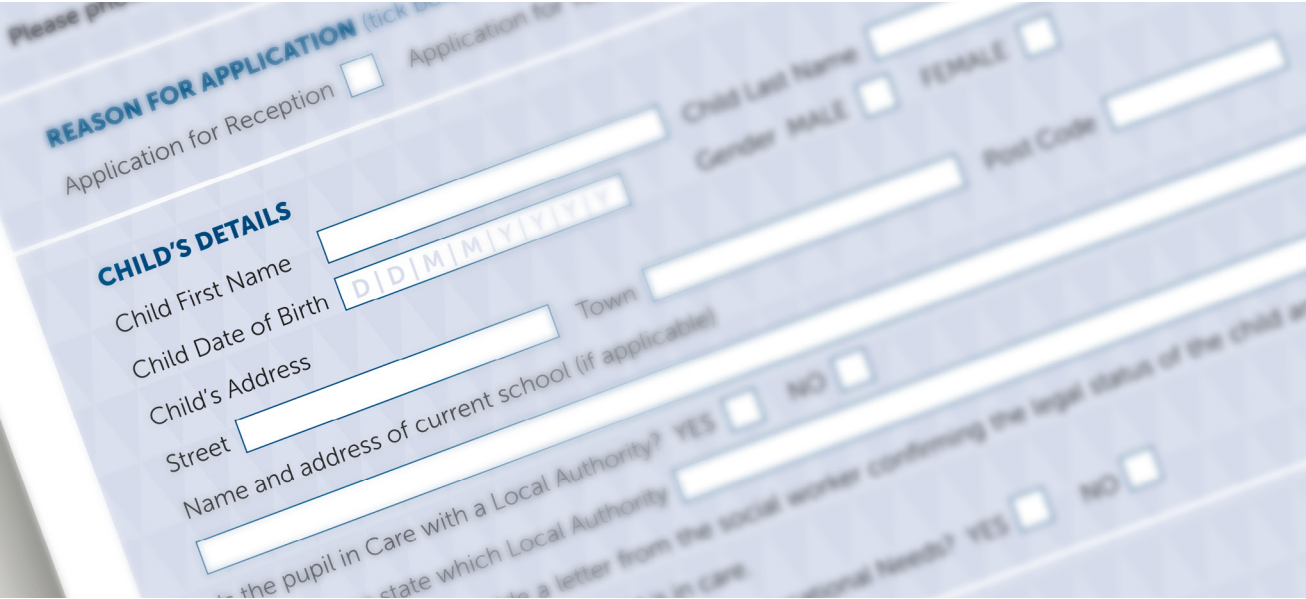
2012-2013 Admissions

1. If you have made an application already you do not need to do anything. We will contact you in due course.
2. If you have not yet decided, please complete an application and return it the school address as soon as possible.
3. If you would like to change the school you have applied to, please complete an application and return it to the school address as soon as possible.

2013-14

Please consult our website (www.avanticourt.org.uk) and Redbridge Local Authority (www.redbridge.gov.uk) for further information about admissions in 2013-14.

Our sister school at Camrose Avenue is currently five to six times oversubscribed and it is anticipated that will also happen at Avanti Court.



AVANTI COURT PRIMARY SCHOOL APPLICATION FORM

This form should be received by Avanti Court Primary School before *April 30th 2012* to the following address:

Avanti Court Primary School, Carlton Drive, Ilford, London IG6 1LZ.

We suggest sending forms by Registered Signed-for Mail. Please photocopy this form for any additional children you wish to apply for. For any other query please email: info@avanticourt.org.uk

REASON FOR APPLICATION (tick box)

Application for Reception ☐ Application for Year 7 ☐

CHILD'S DETAILS

Child First Name Child Last Name

Child Date of Birth Gender MALE ☐ FEMALE ☐

Child's Address

Street Town Post Code

Name and address of current school (if applicable)

Is the pupil in Care with a Local Authority? YES ☐ NO ☐

If YES, please state which Local Authority

If YES, please also provide a letter from the social worker confirming the legal status of the child and the local authority with whom the child is in care.

Does your child have a statement of Special Educational Needs? YES ☐ NO ☐

PARENT/CARER DETAILS

Title

Parent/Carer First Name Parent/Carer Last Name

Parent/Carer Address if different from child's address

Street Town Post Code

Relationship to child

Contact Number (Home) (Mobile)

Email Address

Please state the name of the Local Authority you live in

Signature of Parent/Carer

Date

