



AVANTI COURT PRIMARY SCHOOL

Avanti Court Newsletter April- May 2022

Welcome to our Summer 1 Newsletter.

Last Friday was such a special time at Avanti as pupils and staff gathered outside in the playground to celebrate the Platinum Jubilee of our Queen! Children from across the school celebrated her reign with a picnic and music. Staff entertained pupils with jive dancing, Mr Das and his drummers filled the air with wonderful rhythms and Mr Walcott and his musicians added royal grace to the event! Children and staff joined together to sing God Save the Queen, which was truly spectacular. It was wonderful to see so many staff and pupils dressed as Kings and Queens. I am sure your children will remember this day for a very long time.

I am delighted to inform you that Avanti Court was assessed by Challenge Partners and they agreed we are LEADING in all areas!

May I take this opportunity to wish you all a safe half term break with your Families and a wonderful Jubilee!

Mrs Walters



Ambassadors-Rights Respecting Update: Our Journey Summer 1... Ms Vincent



We are a Rights Respecting School and recognise that the UNICEF Convention of Children's Rights exists without discrimination to protect every child within our school as well as in our communities and around the world. We are working alongside UNICEF on our Rights Respecting Journey to embed the language, understanding and behaviours that children need to respect and protect their rights and those of others. As an Avanti Trust School, this is fundamental to our mission: **To Make The World a Better Place.**



It was wonderful to learn that Ridhvik (Year 2) was awarded Star Beaver! We are all so very proud of him for his achievements this year. During PSHE, he explained that he feels a real sense of belonging to the Beaver community and how his involvement makes him feel happy and confident. Ridhvik's involvement with Beavers demonstrates **Article 15: Every child has the right to meet with other children and to join groups and organisations as long as it doesn't stop other people from enjoying their rights. And Article 31: All children have the right to relax and play, and take part in a range of cultural and artistic activities.**



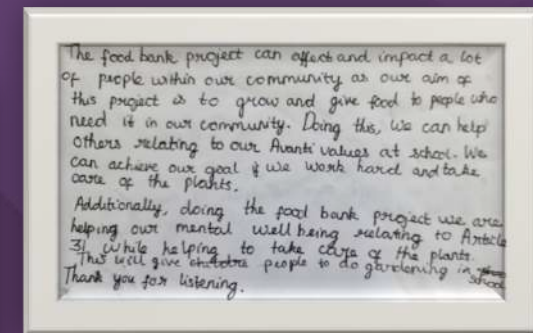
The Ambassadors are on a journey to create a fully operational foodbank that will help local citizens in need to access fresh fruit and vegetables and inspire everybody within our community to learn simple ways to protect and sustain our environment. This is a very important way of respecting our rights and those of others- **Article 24: Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in.**

Designing and creating a food bank takes a lot of hard work and dedication! Ambassadors have been meeting fortnightly after school as a team to prepare the land, plant seeds and monitor the growth of the plants. We also invited families to join us! Our parents learned through us as we presented some reasons why our project is so important, linking to our rights. We enjoyed having our voices heard-**Article 12: All children have the right to be listened to and for their views to be taken seriously.**

Upcoming Events:

- Food Bank Official Opening Ceremony -TBC
- Rights Respecting Celebration Day - 17th June 2022
- Rights Respecting Silver audit day-13th July 2022

Everyone is welcome to visit our Food Bank and to get involved: Together, Everyone Achieves More!



What Did Challenge Partners Think About Avanti Court?

Challenge Partners is a school improvement organisation that believes the best way to enhance the life chances of all children is to enable collaboration between schools and trusts to combine wisdom. Avanti Court took part in a three day review in May.

Through honest and insightful conversations and the collation of evidence through book looks, meetings with leaders and lesson observations the reviewers and leadership team examined where Avanti Court currently is and where it is heading. We jointly identify areas for development and looked at key challenges for the coming year.

The review with its laser focus on teaching and learning, curriculum and outcomes, and leadership at all levels concluded that evidence indicates these areas are evaluated as follows:

Leadership at all levels-**Leading**

Quality of provision and outcomes-**Leading**

Quality of provision and outcomes for disadvantaged pupils and pupils with additional **needs-
Leading**

Leading in all areas is a fantastic achievement for Avanti Court!

'The 'Avanti Way' is the vision across the trust which, in turn, is followed by the school. The core values and the three pillars interlink and promote the notion of developing 'the holistic child'. All aspects of a child are celebrated and a sense of belonging leads to high levels of academic achievement and cultural capital. The school is a Rights Respecting School and pupils are listened to and heard.'



'Pupils have historically achieved high standards in English and mathematics and experienced memorable experiences in the performing arts, together with a holistic curriculum, which includes meditation, yoga and Sanskrit and provides a rich educational encounter.'

'Leaders spoke enthusiastically about the strategies they use to embed the 'guiding principles of instruction' and how they were shaping consistency in teaching practice across the school. Their research-based approach, linked to Rosenshine's Principles, has promoted the better involvement of SEND pupils in class. CPD for all staff has improved the quality of teaching, in particular, the scaffolding of learning for SEND and challenge for the most able. Leaders check the impact of their CPD to follow up if anything needs to be changed or improved.'

'The adoption of Rosenshine's philosophy has developed pupils' levels of independence. This has helped them to meet the learning objectives more effectively which, in turn, has addressed two of the 'even better ifs' from the previous Challenge Partners report.'



Pupil learning and links to the Avanti Way 2022



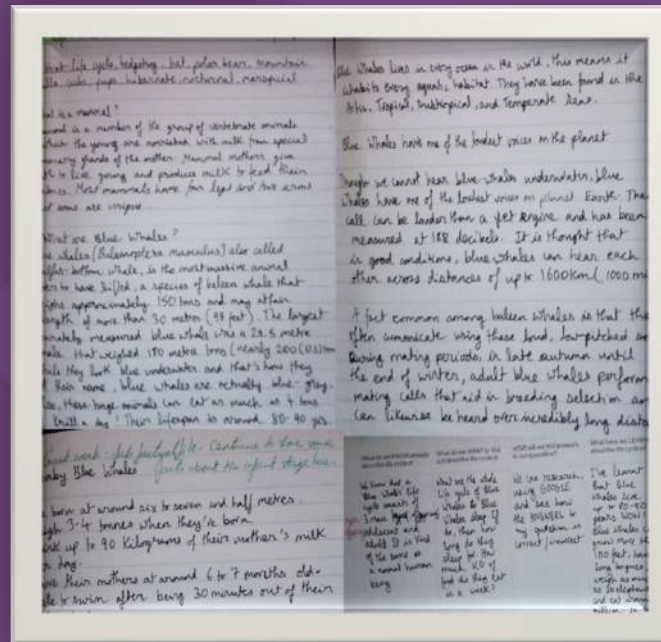
Art selected by Mr Hinds

This piece of work was produced by Navya in Year 6. This piece of work was chosen because it demonstrates the Avanti vision, which is to ensure children enjoy and develop an innate passion for learning. In addition, this artwork is a great piece of self-expression from the artist.

What impressed me the most about this piece of art was the attention to detail and delicate brush strokes. Additionally, the child was able to use multiple colours to give a true artistic representation of the scenery and skyline.

The skills that were needed to produce this piece work were:

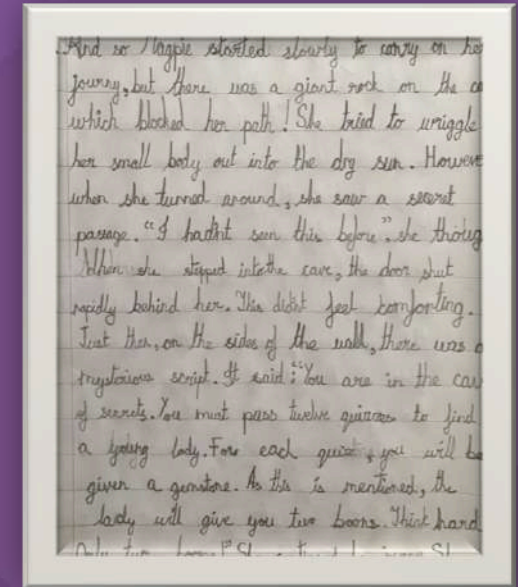
- Drawing and Painting from Real Life.
- Knowledge of Materials.
- Drawing and Understanding Proportion.
- Understanding Colour and Tone.
- Mastering Pencil Control and Brush Strokes.



Science work selected by Mrs Naik

This piece of work was produced by Ashman in Year 5. This piece of work demonstrates the Avanti vision of being able to persevere and demonstrate excellence. The written task not only displays a detailed fact file about the Blue Whale but also demonstrates the effective use of technology for research. The written fact file demonstrates effective use of scientific language, with a structure that enables the reader to have a seamless understanding of the facts and various stages of the life cycle of a Blue Whale.

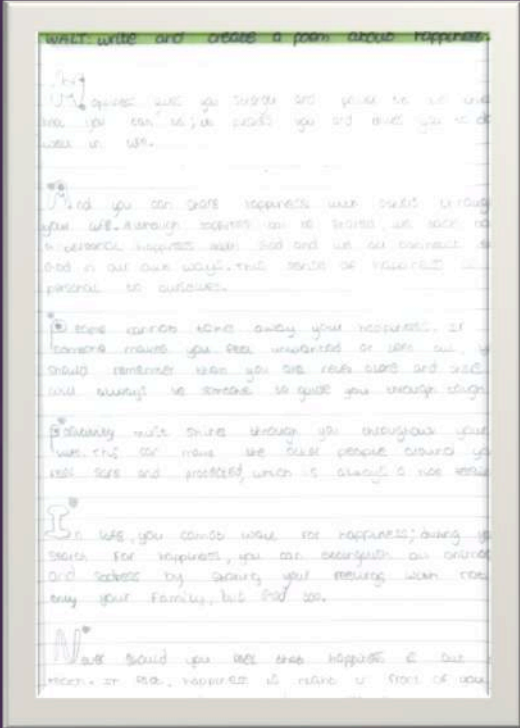
Ashman's written task clearly demonstrates the Avanti Way, demonstrating high expectations from both the teacher and the pupil, in line with Avanti Way 1.



English work selected by Mrs Pandor

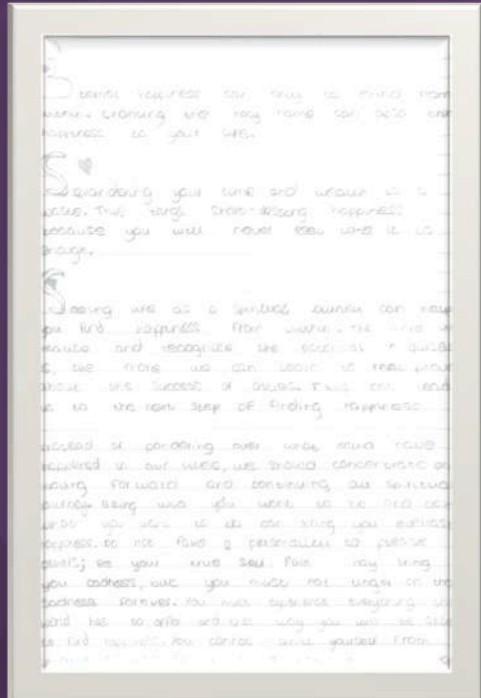
This piece of work was produced by Saswath in Year 2. It was chosen because it demonstrates the Avanti vision of promoting educational excellence-demonstrating articulate and independent thinking. What impressed me about this piece of work was how this sequel continues from the original narrative of Fox closely and how he has built suspense into the narration, for example 'she saw a secret passage....When she stepped into the cave, the door shut rapidly behind her. This didn't feel comforting.' There is evidence of characterisation through what Magpie says and does. He reveals the thoughts of Magpie through her actions 'she put the huge, heavy gemstones one-by-one on the floor.' Past tenses are used consistently and correctly, with dialogue incorporated into the narrative. The pupil uses subordination and coordination to describe events, as well as short simple sentences for dramatic effect 'think hard! Only two boons! She continued her journey.' He shows how the grammatical patterns in a sentence indicate its function through the use of a question and exclamation. The variety adds to the overall execution of this narrative. It is also worth noting the pupil's stamina in organising and sustaining a narrative of this length. Other skills that were needed to produce this piece of work were correct structure of a beginning, middle and end, accurate use of adjectives and adverbs and the use of expanded noun phrases for description.

Pupil learning and links to the Avanti Way 2022



PRE work selected by Mrs Rajani

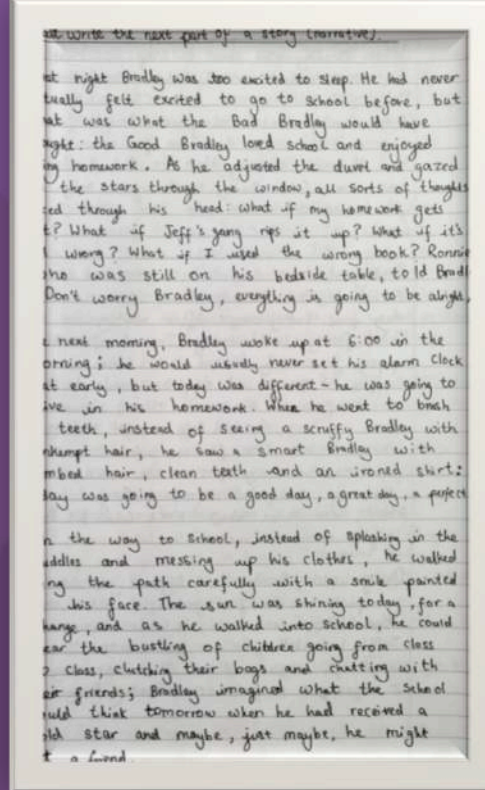
This piece of work was produced by Mailie in Year 6. It was chosen because it demonstrates the Avanti vision, which is to make the world a better place through our knowledge of scripture and its application in everyday life, through our thoughts words and deeds. What impressed me about this piece of work was Mailie's ability to make philosophical concepts very practical. She has the ability to express through writing, her compassion and empathy in the world which is always full of dualities.



Sanskrit work selected by Mrs Bhudia

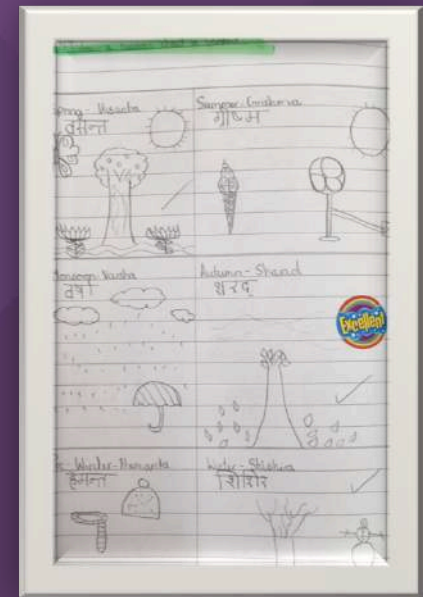
This piece of work was produced by Reet in Year 4. This piece of work was chosen because it demonstrates the Avanti vision, which is to create high quality dialogue. Children discussed the similarities and differences between seasons in Sanskrit and English. Students then displayed the ability and willingness to listen to others with an open mind and to speak sincerely, questioning their own assumptions and engaging in cross curricular dialogue making references to Geography.

What impressed me about this piece of work was the well thought out presentation of the Devanagari script. The skills that were needed to produce this piece work were speaking, listening, organising and effective writing skills.



English work selected by Mrs Munshi

This piece of work was produced by Ashuthosh in Year 6. What impressed me about this piece of work was his ability to write for a specific audience, selecting the appropriate form and drawing independently on what he has read as a model. Furthermore, he can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary.

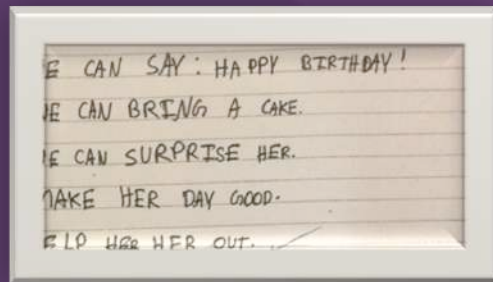
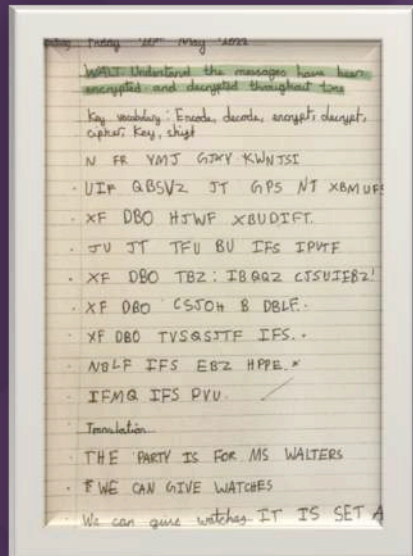


Pupil learning and links to the Avanti Way 2022

Computing work selected by Ms Khan

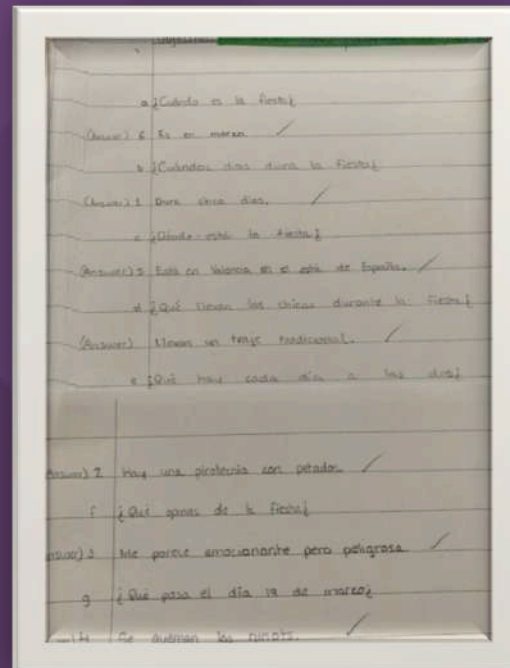
This piece of work was produced by N in Year 5. This piece of work was chosen because it demonstrates the Avanti vision, which is to have high expectations and challenge children to use their skills and knowledge to produce in depth work in Computing when learning about encrypted messages.

What impressed me about this piece of work was that the child confidently encrypted a message using their skills and knowledge of the Caesar Cipher. The skills that were needed to produce this piece of work were to firstly know the difference between Morse code and Caesar Cipher, and to also understand what letter is represented by each key. This helped children decrypt the code and reveal the secret message.



Spanish work selected by Mrs Sivadasan

This piece of work was produced by Sawoni in Year 6. It was chosen because it demonstrates the Avanti vision, which is to show high expectations in writing across all areas of the curriculum. This piece of work demonstrates the transfer of English skills into Spanish where Sawoni was able to discuss how the Festival La Fallas is celebrated. She was able to articulate in Spanish and ask questions such as: when and how is it celebrated, where is it was celebrated and what type of costumes were worn. The skills that were needed to produce this piece of work application of new vocabulary, oral rehearsal of asking questions in Spanish and using previous knowledge to formulate grammatically correct sentences in Spanish.



Competitive sport requires dedicated training and practice. Taking part in such training and seeing improvement helps Avanti pupils to understand that with hard work, often comes results. When pupils experience these improvements, their self-esteem grows and they broaden their limitations of what they can achieve. It's only natural for our pupils to apply more effort when the stakes are higher and less effort when the outcome is of less importance. With greater effort in sport comes greater improvement in a variety of different areas like skills, fitness, teamwork and potentially awards. That's why Avanti enter competitive sport activities.



Chicken Shed Visit Avanti and help us to Make the World a Better Place!



Year 6 were visited by a group of performers from the *Chickenshed Theatre*. *Chickenshed* is an inclusive and world-famous Theatre Company that started in a disused barn in Hertfordshire in 1974. It was named by the young people that found fulfillment and belonging through acting and performing.

The aim of the visit was to support children's PSHE skills as they prepare to make the transition into secondary school. The children watched the wonderful performance *Day 1- Big School*. They then engaged in workshops where they worked alongside the artists to compose and perform their own rap about some challenges they may face and how these can be overcome as they move on to year 7. Of course, the rap songs the children created were full of positive messages and reflected our Avanti Values. At Avanti, we strongly believe that many of the challenges pupils worry about can feel *less of a worry* if they are discussed collaboratively, as this allows pupils to face and cope with the anxieties of life-building resilience.

In the words of Year 6: *"We are moving on up to Secondary - it is going to be legendary!"*

This learning links to Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.

This learning also links to Article 12: All children have the right to be heard and for their views to be taken seriously.

Miss Vincent PSHE Lead



Music at Avanti...

This half term, we were delighted to welcome back *Mission Music* Directors Tim and Andrea to Avanti Court!

The wonderful sound of drumming filled the Temple Hall, as children across the school took part in the engaging and inclusive drumming sessions. All children were actively involved in learning and music making. They kept the pulse, played rhythms, and learned how to 'fill in' time in a range of interesting ways, including using body percussion and their voices. They also learned some reasons why drumming is so popular and special across the world, and some ways that drumming can vary across different cultures. Children and staff then came together to end the session with beautiful Kirtan.

Children in Year 2 reflected on why this experience links to Article 29.

The speech bubble to the right is written by Virat (Year 2) and demonstrates how well he understands that all children have the right to develop their skills and talents, and the importance of this. Well done Virat, and thanks to Tim and Andrea for reminding us at Avanti we are all musicians and can make music anywhere, anytime!

Musicians also had the opportunity to perform at the Jubilee celebrations to an audience of over six hundred staff and pupils.

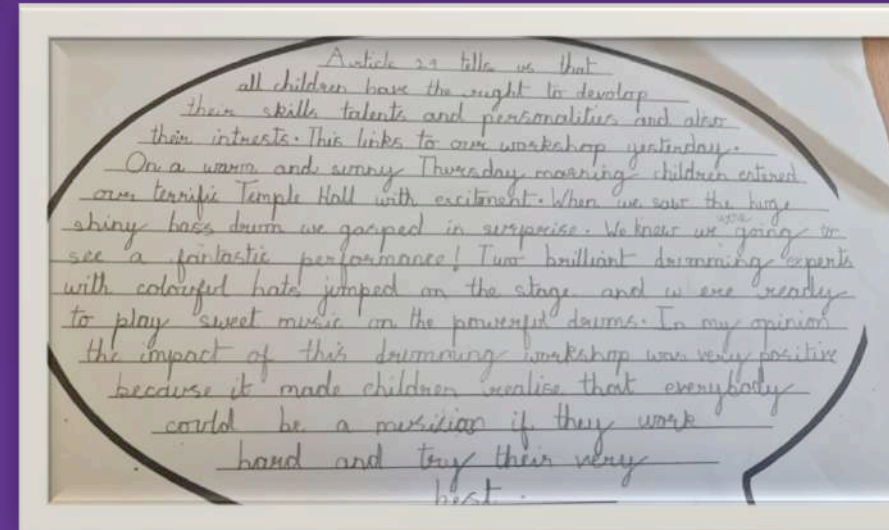
Rights Respecting Link:

Article 29: Education should develop every child's personality, talents, and abilities to the full. It must encourage the child's respect for human rights, and well as their respect for their parents, their own and other cultures, and the environment.

Miss Vincent Music Lead

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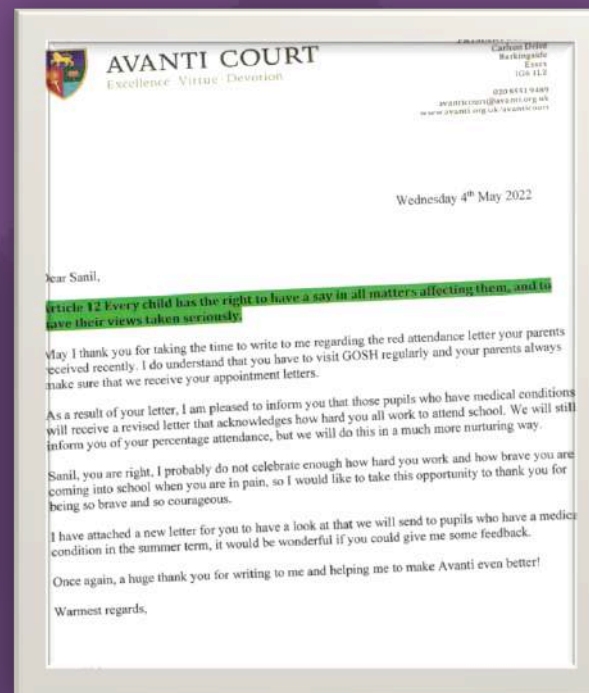
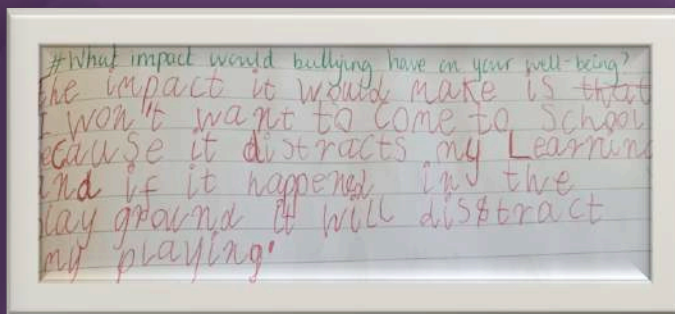
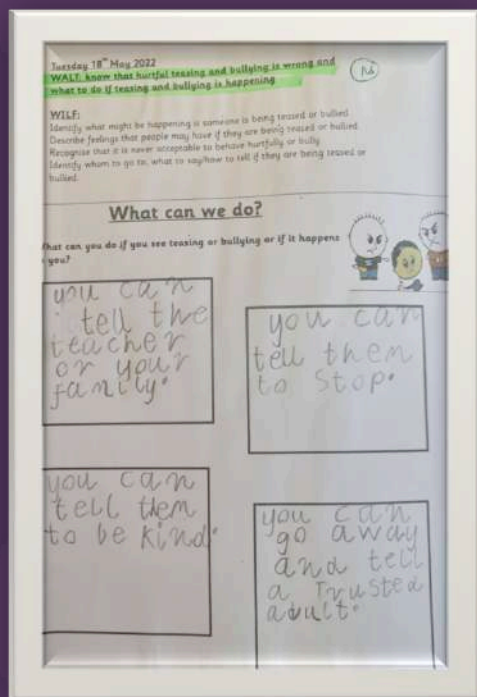


Relationships through PSHE and Pupil Voice.

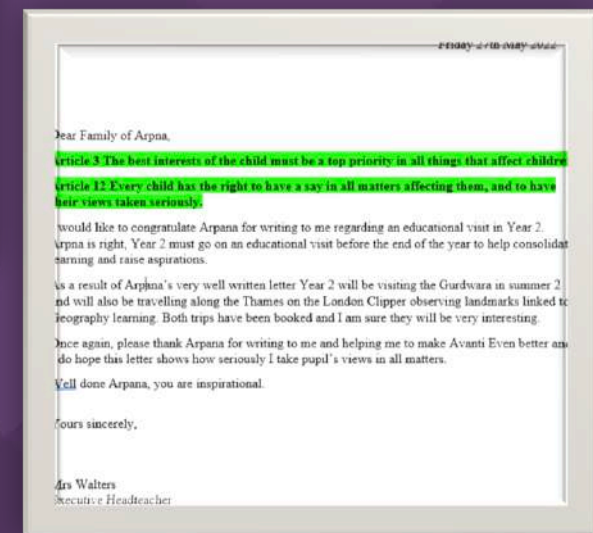
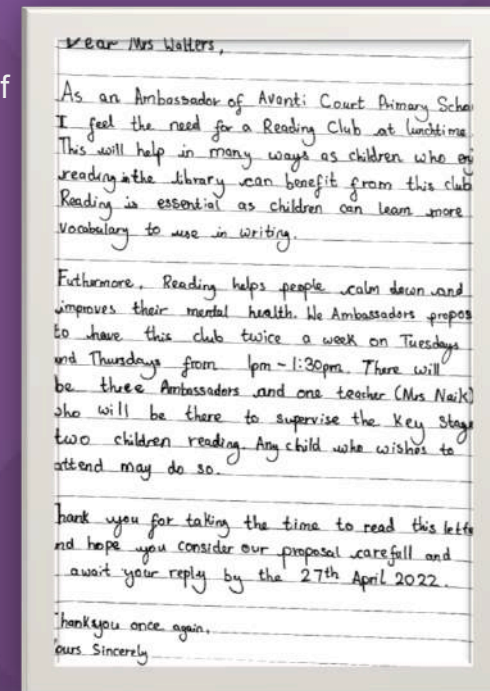
In PSHE, pupils across the school have been learning the topic *Relationships*. Children progress in a range of skills and strategies to help them identify and maintain healthy relationships, respond positively in a range of situations and to seek appropriate help if something does not feel right.

In this piece of work Advhik from Year 1 discusses and writes about the harmful impact of teasing and bullying, which can also be called harassment. Advhik shows that he understands that teasing and bullying is wrong. He writes about some simple strategies that he can use if he finds himself in a harmful situation, such as being assertive and telling the bully: 'stop', whilst also confiding in a trusted adult. He also applies his Avanti Values, for example he explains that he can help others to be kind. Advhik's teacher then extended his learning further by asking him to explain the impact of bullying. As a result, Advhik deepened his thinking by reflecting on some ways that bullying affects our lives. This learning will support Advhik's wellbeing and mental health not just in the classroom, but as he goes about his daily activities, both now and in the future.

All learning in PSHE forms part of our commitment to keep children safe, linking to **Article 19: All children have the right to be kept safe from harm.**



At Avanti, we believe that all pupils should develop their confidence and language skills to *speak up* when they have concerns, worries or suggestions. I am delighted to inform you that a number of fantastic pupils have written to me recently with suggestions about how to make Avanti even better.



Healthy and Unhealthy Relationships

Worried about a child's behaviour?

If you think a child is behaving in an unhealthy way towards a peer, you need to take action to support and protect everyone involved.

Children and young people might not always understand that a relationship they are in is unhealthy. If they have been groomed for example, they might believe they are in a healthy relationship. If they have experienced unhealthy or abusive family relationships, they might never have known any different.

This means children and young people might not always speak out about unhealthy relationships. So it's really important that the adults around them are able to spot the warning signs.

Signs of healthy relationships

A healthy relationship is one where a young person is respected and feels valued for who they are. It's where they can openly share their thoughts and feelings and feel supported and encouraged.

Healthy relationships include:

- good communication
- mutual respect
- trust
- honesty
- equality
- being yourself.

In a healthy relationship a person is free to make choices about their own behaviour and is not controlled or coerced into doing anything.

Signs of unhealthy relationships

An unhealthy relationship is one where a child is not being treated with respect. They might be forced or coerced into doing things they aren't comfortable with, be made to behave in a certain way, or be made to feel they aren't good enough. Because young people don't always realise when they are in an unhealthy relationship, it is important that adults are able to recognise the signs.

A young person might:

- not have close relationships other than with one particular person
- be isolated from friends and family
- be prevented from working or going to school, college or university
- have their money taken away or controlled
- have access to food, drinks and day-to-day items restricted
- have their time controlled or heavily monitored
- have their social media accounts controlled or heavily monitored
- be told what to wear
- feel pressured to do things they are not comfortable with
- be put down or criticised



Healthy and unhealthy relationships

- experience threats of violence if they don't behave a certain way
- experience threats to loved ones or pets
- be threatened with damage to their personal property

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Displaying unhealthy behaviours

Sometimes children and young people display unhealthy behaviours towards someone else. If a child is becoming possessive, controlling or violent towards another person, or displaying bullying or harmful sexual behaviour, this might be an indicator that something else in their life is causing them distress. It's vital that you respond quickly to ensure the child gets the support they need and their behaviour does not cause harm.

What to do if you're worried about a young person

If you think a child or young person is in an unhealthy or abusive relationship, it's important to respond appropriately.

Start a conversation

Think carefully about how to talk to children and young people if you think they are in an unhealthy relationship. You should speak to Avanti Court's **Safeguarding Leads (Mrs Svadasan, Mrs Dodia, Ms Sahota)** and get their advice.

If you think a child is in immediate danger, contact the police on **999**. If you're worried about a child but they are not in immediate danger, you should share your concerns.

Contact the NSPCC helpline on [0808 800 5000](tel:08088005000) or Children's Social Care: Tel: 02087083885
email: cpat.referrals@redbridge.gov.uk

If you need to speak to one of our safeguarding leads please phone: 0208 551 9489 or email them at:

Mrs Sivadasan: amy.sivadasan@avanti.org.uk

Mrs Dodia: kamaljit.dodia@avanti.org.uk

Ms Sahota: hampreet_sahota@avanti.org.uk

If you have concerns about a child's welfare or safety.

Any concerns should be reported to Children's Social Care:
Tel: 02087083885



Upcoming key Dates

Please note that dates are subject to change-so please do keep a close eye on your Arbor Mail.

6th June- All staff and children return to school

6th-17th June-Yr 1 Phonics Check taking place

16th June- Whole school Science Day

17th June Yr 2, 1 mile walk/jog after school with parents from 3:30-4pm

9th and 10th June-School closed for Trust training

17th June- Meet and greet new Nursery parents and pupils

17th June- Swimming for Year 5 resumes

Week of the 15th June-Multiplication Check in Yr 4

20th June-Gurdwara Visit Harit and Zielony Classes

22nd June-Gudrwara Visit-Verdi Class

21st June-Parents can view their children's books in class with their child after school from 3:30-4:15

28th June- 1st July- Yr 6 Residential

1st July Yr 1, 1 mile walk/jog after school with parents from 3:30-4pm

6th July- am Nursery/EYFS/KS1 Ratha Yatra Procession and KS2 pm

7th July- Art Gallery- classrooms open for pupils to showcase their artwork in class from 3:20-4pm

8th July Yr 6, 1 mile walk/jog after school with parents from 3:30-4pm

9th July Saturday- FOAC Summer Fete

Week of the 11th July- Reports to parents

11th July am KS1 Sports Day

12th July am KS2 Sports Day

12th July- London Trip Year 2 Harit and Zielony

13th July-Rights Respecting Silver Award Audit

14th July- London Trip Verdi Class

14th July am EYFS Sports Day

15th July- Whole school sponsored sports event

17th July Rights Respecting Dress Up Day

18th July 9:30am Year 6 Lion King performance to parents

18th July-Nursery-Yr 5 pupils meet their new class teacher

19th July 5:00pm Year 6 Lion King Performance to parents

20th July- School finishes at 1:30 for all pupils.

Goodbyes

A huge goodbye and thank you to Mrs Mudhar who left Avanti at the end of summer 1 for pastures new. Mrs Mudhar began at Avanti Court ten years ago and her Avanti magic will be missed.

Mrs Mudhar has been a huge asset to the school looking after many of your children over the years and I am sure you will agree that she has been nurturing and kind when most needed.

We are in the process of recruiting a new Welfare/ Senior Midday Supervisor to carry on the fantastic work by Mrs Mudhar.

The Senior Leadership Team and Mrs Gahir will be on hand in the morning if you need to speak to a member of staff about your child's medical needs.

