



## Message from the Head Teacher

Dear Parents/Carers and Children,

Another term over and again we have much to celebrate. My memories of this term include Shakespeare Week, dressing up in pajamas, the eggs and chicks, the Garba, Breakfast Reading, our visit to Ilford Jewish School to celebrate Pesach (Passover) with them and our trip to the Manor Temple to learn about Lord Chaitanya and his message of love and compassion that transcends all other material rules and labels. As Jesus said, "Love your neighbor as yourself".

During this Easter break, we remember the humility of Jesus washing his disciples' feet, the master bowing down to the followers and the sacrifices that one person made for the good of others. In the same way, Lord Chaitanya appeared on 27<sup>th</sup> March, with the message to show humility, "be a blade of grass" and to give love to all living creatures as a way to show loving devotion (Bhakti Yoga) towards the Divine – whatever name or faith or creed we may follow.

On behalf of all the staff I wish you a happy holiday, thanking you for your continued commitment and looking forward to our next term.

Have a good weekend, James Biddulph

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# Mid-Term Inspection Report

Alan Giles and Janet Dolan (Ofsted Inspector and Director of Education AST) carried out a mini-inspection on 5<sup>th</sup> & 6<sup>th</sup> March. The review report is available on line but here are extracts:

## **Parent and Community Views:**

Parents are very supportive of the ethos that underpins the school...they agree their children are making good progress...they are happy with the communication between the school and themselves...although you have had positive workshops there is evidence to suggest they still misunderstand some of the fundamental principles related to the Early Years Foundation Stage curriculum and learning...they have nothing but praise for the leadership and for the care and dedication of staff at the school

## **Evidence for pupil satisfaction and behaviour:**

Pupils' behaviour is *at least good*...no concerns about the behaviour or safety of children...pupils listen attentively in class and work well in pairs and groups...all lessons visited children showed good learning behaviours – engagement, participation, discussions and reshaping first ideas

## **Achievement:**

Pupils are making good progress over time in all areas of learning...phonics is having a positive impact on reading skills...the school has very effective assessment tracing procedures to enable them to initiate pupil progress meetings...from a low baseline entry into EYFS pupils are making good progress to meet the national expectations...the new planned outdoor area for EYFS (next year) are urgently needed to fulfill the learning potential for all pupils across the EYFS profile

## **Teaching and Learning:**

Confirmed views about well-focussed phonics sessions, well-paced learning, calm and purposeful...all EYFS and Year 1 are making good progress in reading...staff need to consider changing classroom organization in some sessions to ensure that all pupils remain active throughout...there is a need to challenge those who have written a word earlier than others...it was observed that there is an inconsistency in the way teachers 'model' handwriting. Better use of the interactive white board is needed to improve handwriting structure and challenges...in a Year 1 maths lesson the teacher provided high levels of challenge for the children and they responded very well to the tasks. There was significant Level 2 and some Level 3 achievement in this lesson which represents very good progress at these early stages of Key Stage 1. (There is a need for the school to review how tasks are differentiated so that there is an agreed format following the philosophy of the school)

## **Leadership:**

There is a strong collective drive for educational excellence using 'personalised' approaches to learning...rigorous and accurate self evaluation to check on children's progress to successfully accelerate progress...excellent provision for children's spiritual, moral, social and cultural development via a well-defined ethos that embraces the values and relationship with the divine...building the future growth of the school through very strong partnerships with parents and the community...the school is aware of the need to grow a middle leadership structure and have plans for this..."

**Quote of the week:** *'The hand when it holds a tool is an instrument of discovery...Everytime a child learns to couple hand and tool together- to lace its shoes, to thread a needle, to fly a kite or play a recorder...The hand is the cutting edge of the mind. Civilization is not a collection of finished artefacts; it is the elaboration of processes'* - Jacob Bronowski