



# AVANTI HOUSE

## Prospectus

2014-2015

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# Avanti House School, Harrow

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Avanti House is a new school for boys and girls aged four to 18. The school was set up in response to parental demand and is set to be a world-class school. As a state-funded school there are no fees. Based in Harrow but open to students of any faith and from any borough, Avanti House School offers a broad, challenging curriculum focused on core skills and subjects as well as specialisms in Mathematics and Performing Arts.

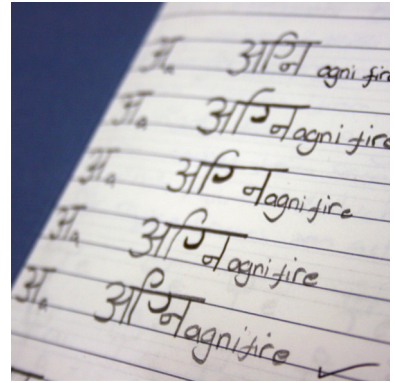
What makes the school distinctive is its values-based approach to the humanities, which encourages students to value self, others and the environment and empowers them to be effective learners and good citizens. The school also offers opportunities to study ethics, philosophy, Sanskrit (as the root of almost all eastern and western languages), leadership training, meditation and yoga.

The school offers 60 places in two reception classes and up to 180 in its six Year 7 classes. The school is led by Principal Mark Bennison a highly successful and experienced headteacher and trained lead Ofsted Inspector who has been in charge of raising standards in a number of schools up and down the country. Avanti House is part of the Avanti Schools Trust family of schools.



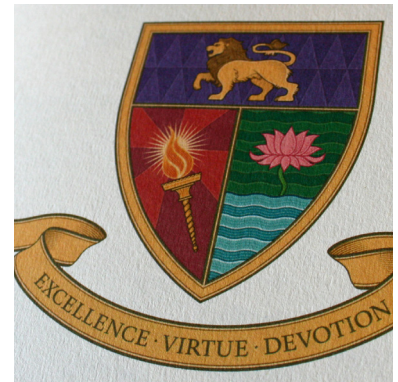
AVANTI HOUSE PRINCIPAL

Mark Bennison also serves as Senior Education Officer to Avanti Schools



THE LANGUAGE OF PHILOSOPHY

Learning Sanskrit is a truly unique offering within our curriculum



BUILDING ON THREE PILLARS

The school motto "Excellence, Virtue, Devotion" is at the heart of all we do

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# Our Vision

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Our school prepares 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



Our school prepares pupils to take their place 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. Avanti House promotes 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\*, 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, meditation, worship, reflection, song, prayer, and story-telling.

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\* 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.

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# How we achieve our ethos


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## 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 civilizations.
- Values-based approach to the humanities and its emphasis on the artistic and spiritual realms.
- 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.
- 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.

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\* 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.



We motivate students  
to become reflective,  
articulate and  
independent thinkers


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# How we achieve our ethos

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## Character development 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.

A stylized purple lion rampant is the central focus, set against a purple background with a repeating geometric pattern of triangles. The lion is depicted in profile, facing left, with its mouth open as if roaring. Its mane is thick and wavy, and its tail is long and curved, ending in a tuft. The lion's body is covered in a fine, vertical striped pattern. The text is overlaid on the lion's body in a bold, yellow, serif font.

Our students develop  
personal virtue and  
leadership, side by side

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# How we achieve our ethos

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## Educational excellence 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 worldviews 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.
- 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.

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\* 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.





Students experience  
an uplifting and inclusive  
sense of spirituality

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# The Curriculum – Primary

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## Early Years Foundation Stage

At Avanti House Primary School, we want our students' 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 environment and strong links between school and parents/carers. We also expect them to have

a firm understanding of phonics, and will offer 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)
- Computing
- 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.

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# The Curriculum – Secondary

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During this phase of our pupils' education, the curriculum is aimed at developing well-rounded, empathetic and aspirational young adults who recognise the worth of the human spirit and its links to the divine.

## Key Stage 3: Years 7 to 8

The traditional three year Key Stage Three Curriculum will be condensed into two years – Years 7 & 8 – allowing a three year Key Stage Four curriculum with the chance of early entry GCSEs and possible early access onto some post-16 modules.

In the secondary section there is a six hour teaching day with the week comprising 45 x 40 minute periods taught in three two hour blocks per day.

SUBJECT	PERIODS
Art	2
Drama & Dance	2
English	6
Humanities	6
Computing and Design Technology	3
Mathematics	5
Languages	6
Music	2
Physical Education	4
Science	5
Ethics	2
Dance	2

A significant proportion of the curriculum is given over to Performing Arts as one of the school's two specialisms, the other being Mathematics. Yoga will be taught as part of the Dance / Drama curriculum. The Ethics curriculum will cover major religions, philosophy and moral issues across a broad range of contexts. As pupils progress into Year Nine there will be a greater opportunity to personalise the curriculum but all students will retain the core elements of the English Baccalaureate namely English, Mathematics, Science, History and Geography and a Modern Foreign Language.



### FOCUS ON MATHS

Our Mathematics specialism is supported by high quality teaching



### YOUR TIME TO SHINE

Performing Arts is a fun way to build confidence through self-expression



### COMMITTED TO INCLUSION

A dedicated Inclusion team ensures each child is viewed holistically

## Key Stage 4: Years 9 to 11

During Key Stage 4, the curriculum builds on the subjects and activities of Years 7 and 8, links with the proposed post-16 curriculum, and is served by the same core principles – with each child:

- being treated as a unique individual with a personalised curriculum
- enjoying positive relationships between students and staff
- experiencing an enabling environment that stimulates learning
- discovering innovative approaches to learning and personal development both as a team leader and a team player
- having an integrated, holistic curriculum driven by Performing Arts and Mathematics.

### SUBJECTS AND THEMES

The core curriculum will be based on the English Baccalaureate and include English, Mathematics, Science, foreign and classical Languages, Humanities (History and Geography) and ethics. It will also offer a range of choices in Performing Arts – Dance, Drama and Music. In the extended curriculum, further options that might be available include: Art, Economics, Theatre Studies, Photography, Electronics, Business Studies, Media, Geology, Philosophy, Computing, Sociology and Psychology.

Mindful of the recently published Wolf Report that suggests an 80/20 division between academic and vocational courses, during this phase there will also be opportunities for vocational education. Each student will have an academic tutor who will guide them and their parents on the choices to be made at the end of Year 8 to ensure they make an appropriate selection to suit their individual interests and aptitudes.

Each student will also be allocated an external coach who will help widen the student's horizons in terms of the world of work and further and higher education. The curriculum will be enriched with visits to high-profile educational and business institutions. A raft of external speakers will provide inspiration and motivation to complement the Information, Advice and Guidance (IAG) programme and Enterprise drop-down days which will give students direct experience of the challenges that await them in the world of work. The development of leadership and team-building skills will be a core theme of these programmes.

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 13. 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.

### EXTRA-CURRICULAR ACTIVITIES

A lively and engaging extra-curricular programme will operate after school on four nights of the week 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 will be a key part of this programme, leading to the formation of high-class performance ensembles.

Both the core and extended curricula and the extra-curricular programmes will be supported by a well-stocked library and research facility, and state-of-the-art ICT systems.

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# Our Specialisms

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## Performing Arts Specialism

At Avanti House, we see Performing Arts as a powerful means for helping young people 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 registers.

## Mathematics Specialism

Similarly, Mathematics will suffuse the whole learning community at Avanti House. 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 House 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.



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# Houses and the Personal Curriculum

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Each student will have an individual, personal relationship with Avanti House. 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.

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 House.

Whether they join in Reception or Year 7, they will be cared for and supported by a system of academic tutoring and coaching that is focused and effective, so that every child feels valued and happy. Children learn when they are happy. The support that young people receive at Avanti House will be tailored to suit their needs so that they can maximise their learning. This will help ensure that every child, every learner, feels secure so that they can give their best.

A distinctive feature of the Avanti Schools Trust vision for effective learning and spiritual development sees each child and learner as having a group of significant adults supporting him or her. Sometimes, at key or challenging times, that group may need to be larger than at others. Each child will have two long-term supporters who know them well and understand their learning journey. These carefully trained supporters will be drawn from staff and from the wider community, and will offer academic guidance and coaching, underpinned by effective ICT systems.

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 or academic tutor and coach. This support for your child will be part of the House structure at Avanti House.

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.

As pupils mature towards the Secondary phase, this sense of House will develop. Once they reach Years 6 and 7, their House, as well as their class, will be the place within which they identify, learn, play sports and interact.

Each House will have a dedicated House Leader who will work with staff, your child's teachers, academic tutor and coach to ensure that he or she is making the best progress and working as they should.

As students mature, they will increasingly take on leadership and service roles within their Houses, such as becoming prefects and peer mentors, contributing to the distinctiveness and well-being of their House.

At Avanti House School, we aim to work with you to give every child, every young person a growing awareness of themselves as learners, leaders, volunteers and young citizens, at ease with themselves and with others.

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# Uniform – Primary

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## Reception – Year 3

BOYS	GIRLS
<ul style="list-style-type: none"><li>• White polo shirt (school logo is optional)</li><li>• School V-neck sweater</li><li>• Grey trousers (not black or charcoal)</li><li>• Black/grey socks</li><li>• Black/brown shoes (no trainers)</li><li>• School book bag</li></ul>	<ul style="list-style-type: none"><li>• White polo shirt (school logo is optional)</li><li>• School buttoned cardigan</li><li>• Grey trousers or grey below-knee skirt</li><li>• (not black or charcoal)</li><li>• Black/grey socks/tights</li><li>• Black/brown shoes (no trainers)</li><li>• School book bag</li></ul>
Summer term: <ul style="list-style-type: none"><li>• optional grey shorts</li></ul>	Summer term: <ul style="list-style-type: none"><li>• optional navy blue gingham pinafore with white socks</li></ul>
PE kit: <ul style="list-style-type: none"><li>• blue shorts, white T-shirt, black plimsols, trainers, navy blue jogging bottoms, warm top</li></ul>	PE kit: <ul style="list-style-type: none"><li>• blue shorts, white T-shirt, black plimsols, trainers, navy blue jogging bottoms, warm top</li></ul>

## Year 4 – Year 6

BOYS	GIRLS
<ul style="list-style-type: none"><li>• White shirt</li><li>• School tie (for Year 6 only)</li><li>• School V-neck sweater</li><li>• Grey trousers (not black or charcoal)</li><li>• Black/grey socks</li><li>• Black/brown shoes (no trainers)</li><li>• School book bag</li></ul>	<ul style="list-style-type: none"><li>• White blouse</li><li>• No tie</li><li>• School buttoned cardigan</li><li>• Grey trousers/below-knee skirt</li><li>• (not black or charcoal)</li><li>• Black/grey socks/tights</li><li>• Black/brown shoes (no trainers)</li><li>• School book bag</li></ul>
Summer term: <ul style="list-style-type: none"><li>• optional grey shorts</li></ul>	Summer term: <ul style="list-style-type: none"><li>• optional navy blue gingham pinafore with white socks</li></ul>
Full school PE kit	Full school PE kit



# Uniform – Secondary and Sixth Form

## Year 7 – Year 11

BOYS	GIRLS
<ul style="list-style-type: none"><li>• White shirt</li><li>• School tie</li><li>• School V-neck sweater</li><li>• School blazer</li><li>• Grey trousers (not black or charcoal)</li><li>• Black/grey socks</li><li>• Black/brown shoes (no trainers)</li></ul>	<ul style="list-style-type: none"><li>• White blouse</li><li>• No tie</li><li>• School buttoned cardigan</li><li>• School blazer</li><li>• Grey trousers or grey below-knee skirt (not black or charcoal)</li><li>• Black/grey socks/tights</li><li>• Black/brown shoes (no trainers or high heels)</li></ul>
Full school PE kit	Full school PE kit

## Year 12 – Year 13

BOYS	GIRLS
<ul style="list-style-type: none"><li>• Smart business/office wear</li><li>• Black/brown shoes (no trainers)</li></ul>	<ul style="list-style-type: none"><li>• Smart business/office wear</li><li>• Black/brown shoes (no trainers or high heels)</li></ul>



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# Avanti House Staff – 2014–2015

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## All-Through

### SENIOR LEADERSHIP TEAM

Mark Bennison	Principal
Vacancy	Deputy Principal
Upendra Kalan	Finance Director
Fiona Dunkley	HOY 7/Pedagogy
Vinay Patel	HOY 9/ICT & IT Infrastructure
Susanna Pinkus	Inclusion and Personalisation
Joanna Quelch	Achievement/Reporting & i/c Humanities
Bindi Radia	Head of Primary Phase

### SUPPORT STAFF

Nina Bagga	Finance/HR Assistant
Anuja Gupta	Finance/HR Assistant
Justine Reilly	Principal PA/Secondary Reception
Angela Zeller	Attendance/Data
Richard Manners	Caretaker/Site Supervisor

## Secondary

### DEPARTMENT HEADS

Vanessa Bardsley	Mathematics
Nisha Chand	Music
Aarti Devalia	Art
Severine Justine	MFL
Andrea Kahn	Philosophy, Religion & Ethics
Kavita Patel	Science
Meera Vasudeva	English

## Secondary

### TEACHING STAFF

Michaela Abelli	MFL
Adriane Martini	MFL
Muriel Onuphre	i/c Dance/French
Evgenia Andrew	i/c Collective Worship: Philosophy, Religion & Ethics
Richard Driscoll	Geography
Eyvonnie Grant	Drama/English
Vikita Haria	Mathematics
Sheena Patel	Mathematics/Science
Michael Heffernan	History
Jay Laxhman	Sanskrit
Kalpna Sharma	HOY 8/English

### TEACHING ASSISTANTS

Celia Georgiou	
Janice Hughes	
Rachel Rickayzen	
Paola Soiza	

## Primary

### TEACHING STAFF

Elisabeth Glanville	Year 2
Laura Jayne Khan	Reception/EYFS Co-ordinator
Harshah Parmar	Reception
Anjna Patel	Reception
Jemini Patel	Year 1
Bhavisha Vaghela	Year 1/KS1 Co-ordinator

### TEACHING ASSISTANTS

Alexandra Demosthenous	
Richard Hinds	
Jayshree Patel	
Aarti Raval	

### SUPPORT STAFF

Sonia Patel	Admin/Office Assistant
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# Applying for a Place

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Avanti House has no faith criteria for entry and is open to applications from pupils of all faiths and none. This policy is also reflected in the appointment of teaching and support staff.

In the event of receiving more applications than there are places (180 in Year 7 and 60 in Reception), please refer to the Admissions Policy for oversubscription criteria

For the academic year 2015–16, applications for Year Seven must be received by October 31<sup>st</sup> 2014 and for Reception by January 15<sup>th</sup> 2015. Confirmed offers of a place will be sent out in early March 2015 for Year Seven pupils and in April 2015 for Reception youngsters.

To apply, go to the Harrow Admissions website.

[WWW.HARROW.GOV.UK/SCHOOLADMISSIONS](http://WWW.HARROW.GOV.UK/SCHOOLADMISSIONS)

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Website [www.avanti.org.uk/avantihouse](http://www.avanti.org.uk/avantihouse)



**AVANTI HOUSE**  
Excellence · Virtue · Devotion

A Journey of  
Self-Discovery

Avanti House School is part of the Avanti Schools Trust  
Avanti Schools Trust is a charitable company limited by guarantee registered in England & Wales  
Registered No: 07506598 • Registered Office: Avanti Schools Trust, Camrose Avenue, Edgware, Middlesex, HA8 6ES