



Astrea Academy Trust  
INSPIRING BEYOND MEASURE



# Parent-Carer Forum

**Catherine Cusick**

# Welcome

## Aims:

- Explain rationale
- Answer questions/concerns
- Address any misconceptions

*Longsands Listens*

# Communication

- Weekly Principal's briefings
- Video briefing
- Monthly Longsands Newsletters
- Parent/Carer Tours 9.20-10.20
- Half-Termly Parent-Carer Forum
- Parent/Carer Information Evenings
- **Parent/Carer Advisory Council**

*Longsands Listens*

# Communication

- Reply within 2 working days
- Email [enquiries@astrea-Longsands.org](mailto:enquiries@astrea-Longsands.org) OR call Reception. Acknowledgement message - default
- PDF attachments

*Longsands Listens*

# Timetable & staffing changes

- Reasons for the timetable changes
- Staff at Longsands
- Recruitment
- No teachers have been made redundant

*Longsands Listens*

# Astrea Trust

- Values-driven: *scholarship, curiosity, tenacity, respect, responsibility*
- Principals run schools
- Trust Dividend to support improvement journey
- Staff wellbeing & workload reduction

*Longsands Listens*

# Astrea is a values driven organisation

We are values-driven and our vision is to provide **an inclusive, aspirational and academic education for all our students**, so that all of them will **learn, thrive and lead successful lives**. We are **unapologetically ambitious for every child**, no matter what their background, prior attainment or needs. We want to ensure that all our students have the option to be able to go to university or aspirational alternative. We are not going to reduce expectations because of a child's background or home life, or because they are new to English or have a special educational need. In fact, the opposite is true. **It is our job to redouble our efforts to help children overcome these barriers so that they can flourish.**

*Longsands Listens*

# What Astrea offers...

We pay above national teacher salaries

Huge support and progression opportunities

Collaborative planning with centralised resources

No onerous marking policies

Disruption-free learning and a 'warm/strict' behaviour system, so all teachers can teach

Highly visible/supportive senior leaders who have your back

Centralised detentions including for homework

Ongoing 'no-stakes' instructional coaching, helping staff to continuously develop

Excellent ongoing CPD, career development and promotion opportunities

*Longsands Listens*

Excellent support from the Astrea Trust Central team



# Rowing Together

Requires **relentless consistency**, **unity** and **teamwork**.

Autonomy trap

Importance of agency

Reducing cognitive load for students

Removing inconsistencies to improve clarity for students



*Longsands Listens*



## Need for standardisation and consistency

*'Without some degree of standardisation, the turnaround process will be lengthier and more chaotic than is necessary and the casualties are not the adults, but the children who only have 2280 days of schooling between reception and the end of Year 11.'*

(Sir David Carter)

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# Positive Relationships & Behaviour Policy

*Leaders have raised expectations of how pupils should behave. Pupils' behaviour has improved considerably. This is leading to a more focused learning environment. Nevertheless, aspects of the behaviour systems are very new. There is **inconsistency** in how teachers implement **leaders' high expectations**. Some parents and pupils are **confused and unhappy about the rationale for, and impact of, these approaches**. Leaders should continue to review what is working well and what needs to be changed and make appropriate amendments. **Leaders need to make sure that staff consistently implement leaders' chosen approaches.***

**Longsands OFSTED 2019**

***Longsands Listens***

# Astrea secondaries which had Ofsted last year?

*'Staff and pupils 'appreciate the recent changes in behaviour policies' [in secondaries]. 'They value the calm classrooms and corridors that they increasingly experience. Staff report that this has reduced their workload.'* **MATSE (June 2023)**

*'Leaders, including those from the multi-academy trust, have rightly prioritised key areas of the school that needed rapid improvement. At times, not all stakeholders have been fully onboard with some of the actions that leaders had to take. These actions have, however, had a significant impact on improving pupil behaviour and the quality of education.'* **AAD (May 23)**

*'At the beginning of this academic year, senior leaders introduced new approaches to improve pupils' behaviour. Staff appreciate these changes, which has resulted in pupils demonstrating more positive behaviour. In many lessons, pupils learn in a calm and purposeful atmosphere.'* **Ernulf Academy (Jan. 23)**

***Pupils understand the school's behaviour policy and appreciate the rewards they receive for good conduct. [...] Teachers generally apply the policy consistently so that the rare instances of unacceptable behaviour are quickly stopped. Pupils learn free from disruption caused by unacceptable behaviour.*** **Cottenham Village College (Oct. 2023)**

*'Your school has secured significant improvements in pupils' behaviour. Leaders have raised everyone's expectations of pupils' conduct. New behaviour systems have had a positive impact'* **AAW (OFSTED Oct. 23)**

## Longsands Listens

# Positive Relationships & Behaviour Policy

- Impact at Longsands
  - Warm-strict
  - Weekly & Half-termly behaviour analysis at students and groups level
- 46% students have had a detention
  - 22% students have only had one
  - 22% Disruption to learning
  - 22% failure to complete homework
  - 22% lateness
  - 10% refusal to follow instructions
  - 3% uniform/equipment infringements
  - 1% character card
- 4.6% students have been suspended
  - 44% have only done it once
  - 80% disruptive behaviour
  - 10% verbal abuse

*Longsands Listens*

# Positive Relationships & Behaviour Policy

- Behaviour curriculum:

## Academy Rules

### Purpose: Why?

- To enable every person (staff and students) to understand our shared expectations, values and principles.
- To enable these expectations to be met on a consistent basis.
- To help keep every person safe and happy.
- To allow for an impeccable learning environment – where every student has the best possible chance to succeed.
- For every person to know and understand the clear consequences for poor choices.
- To allow you (the students!), the staff and the school to flourish, and be the best version of itself.
- To set you up for life, knowing and understanding that rules within any workplace, are crucial for success.

## 2. Our Aim- Disruption free learning

- How many rewards (including House Points, Golden Tickets, positive phone calls) have been given since September?
- How many Sanctions have been given since September?

Positive= 105500

Negative= 7206

## 3. Taking responsibility for your behaviour

### What would be the consequence of these behaviours in lessons?

- Calling out in lesson for the first time
- Chewing gum
- Making distracting noises for the first time
- Not beginning your work

**Verbal Reminder**

*Longsands Listens*

# Positive Relationships & Behaviour Policy

- Impact at Longsands
- Warm-strict
- Behaviour curriculum
- Adapt and improve processes
- Student voice
  - 88% staff tackle poor behaviour
  - 70% more consistent
  - 85% learnt from their mistakes
  - 26% unhappy at school
  - 22% wouldn't recommend school

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# Positive Relationships & Behaviour Policy

- Toilets
- Morning welcome
- Late registration room
- Uniform
- Detention work



*Longsands Listens*





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