

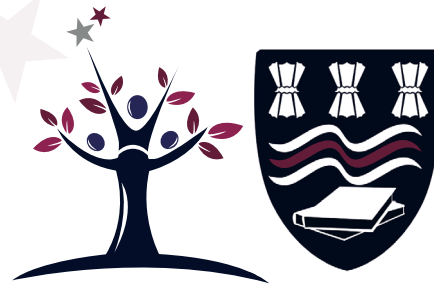
**LONGSANDS
ACADEMY**
Astrea Academy Trust
INSPIRING BEYOND MEASURE

www.astrea-longsands.org



“As a trainee teacher, the support I received at Longsands was absolutely fantastic. Any questions or queries I had, there was always someone to help me. I found the students were friendly, kind and made my placement really worthwhile. When looking to apply to my first teaching position, the choices presented to me were swayed by my experience at Longsands, and I was delighted to have secured a position here.”

TRAINEE TEACHER



WELCOME TO LONGSANDS ACADEMY

It is my pleasure as the Principal to welcome you to Longsands Academy.

Longsands Academy, part of Astrea Academy Trust, is a successful, fully-inclusive secondary school at the heart of its community. We pride ourselves on providing an engaging and supportive environment. Our aim is that when students leave the Academy they are equipped with everything they need to reach their potential and become happy, successful, resilient adults and positive contributors in society. Our talented and committed body of staff is driven by a relentless desire to ensure that our core purpose is a lived reality during each students' time at Longsands Academy.

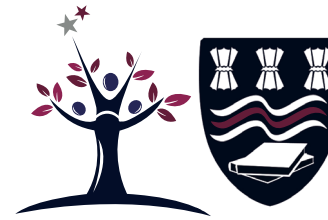
The pursuit of academic excellence is at the heart of Academy life. We have high expectations of behaviour, a commitment of great standards of teaching, a knowledge-rich curriculum and enjoy strong, supportive relationships between staff, students and their parents/carers. All students, regardless of their background or personal circumstances are encouraged to achieve their academic aspirations.

Our enrichment programmes help students understand the opportunities available to them. This further promotes an aspirational culture around student achievement, which drives a sense of purpose in class, and improved outcomes and life chances for our students.

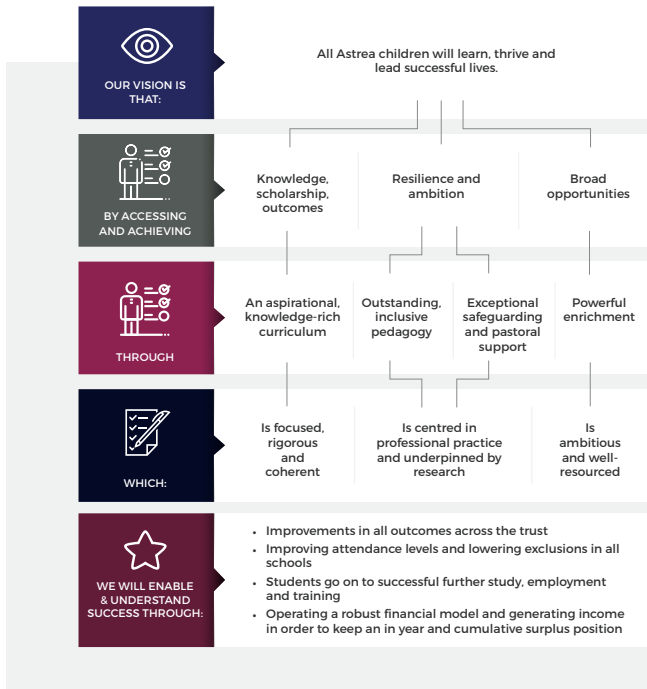
We recognise the importance of student support, ensuring everyone has access to a committed team of professionals who work tirelessly to maintain their well-being. This ensures our students develop the confidence and resilience to make the most of their time with us.

Longsands Academy delivers academic excellence, embraces the value of enrichment, and invests in community citizenship. Through this, we deliver on our core purpose: to secure the best possible experience, learning, and outcomes for every young person for whom we have responsibility.

I look forward to a successful working partnership where we will work with you closely to ensure the very best for your child.



OUR THEORY OF CHANGE



COLLABORATIVE WORKING AND INSPIRING BEYOND MEASURE

In September 2018 Longsands Academy joined the Astrea Academy Trust. At Astrea, we are passionate about education that inspires beyond measure.

Our aim is that every child gets a brilliant education. We will do this by pursuing aspirational standards with tenacity and drive, and by never settling for second best and not tolerating something that does not live up to our standards. We will remove performance barriers and develop a scholarly culture of behaviour and learning

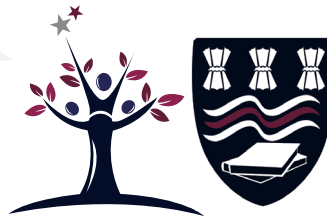
from students, and of pedagogy and curriculum from our staff to ensure our children learn, thrive and lead successful lives.

Astrea's future success is underpinned by a strong set of shared values. These values are important because they support the vision, shape the culture, and make a statement about what we as Astrea hold dear.

“Reach for the top of the tree and you may get to the first branch but reach for the stars and you’ll get to the top of the tree.”

LEMN SISSAY, MBE





ACADEMY AND HOME PARTNERSHIP

Parent/Carer Voice

A strong partnership between parents/carers and our staff is paramount to our success and achievements and those of your child(ren). We encourage the active involvement of parents/carers in all aspects of Academy life in order to raise aspirations, promote ambition and applaud success at all levels. Our view is that we have to work together if we are to achieve our shared ambition of ensuring your child(ren) receives the best education and support. We encourage all parents and carers to follow our website and social media sites.

Principal and Student Weekly Bulletins

Our popular Student and Principal Weekly Bulletins are shared with students and families on a weekly basis. They detail the events, subject matters and areas of discussion for the coming week enabling families to truly feel part of our Longsands community.

Communicating with families

We pride ourselves in our collaborative working with parents/carers who are encouraged to communicate with the Academy on any matters concerning their child(ren). Communication with parents/carers and other stakeholders, whether they are in person, via the telephone or email, are purposeful and professional with academic progress and wellbeing of the students at the core of all interactions.

My Child At School App

The My Child At School App is an excellent method of communication and the perfect way for parents/carers to have up to date information regarding their child(ren) at their finger tips. Features include key dates, news, access to parent consultation booking systems and payments for Academy dinners, resources and trips. Furthermore, each child's attendance, timetable, achievements and reports are directly available.

“We wanted to take the opportunity in thanking all of our daughters’ teachers for the amazing support she has received since the moment she joined the academy back in September 2021. She wouldn’t have had so many achievements without the guidance and support showed by you all.”

PARENT



CURRICULUM AND LEARNING

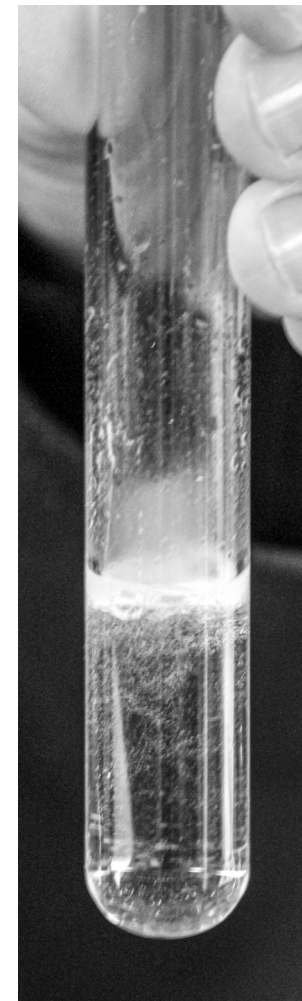
At Longsands Academy, we combine our ambition for students to achieve excellent academic results with an emphasis on developing the skills to enable them to become accomplished lifelong learners. A rigorous and stretching curriculum helps students develop as independent thinkers and learners beyond their traditional lessons: it is broad, balanced and has clear progression in subject knowledge and skills.

All students have the same entitlement to the full range of the school curriculum and we are committed to making this accessible to all our students, whatever age or ability. Our very pleasing and improving GCSE results have been achieved by the commitment of all staff to maximise the attainment of Longsands students. A wide range of support strategies is provided for students of all attainment levels by our dedicated teachers. Information about academic progress is shared on a regular basis through Progress Reviews and Parent Consultations.

Students with Special Educational Needs are fully included in all aspects of Academy life and they are encouraged to maximise their potential, both academically and socially. We also have a successful Learning Support Team which has transformed the delivery of education to those students who have specific challenges and barriers to overcome.

Independent learning skills are developed in order to ensure students are equipped for the future challenges of university and the work place. To accompany this, we encourage employability skills and attributes to ensure all students are fully prepared for the world of work.

The majority of students then study A levels at our Longsands Sixth Form. Students achieve impressive results and many students are supported to gain places on competitive courses in the most prestigious universities in the country.





“Published exam results reflect the developments made to the quality of education.”

OFSTED

CORE VALUES



Astrea Academy Trust's Values

Scholarship

We will be informed by the best of academic and organisational thinking and research, using this where we can and expanding it where possible.

Curiosity

We will ask searching questions, not take things on face value, seek out the best of what is known and engage in appreciative enquiry.

Tenacity

We will deliver on our promises and see things through to completion. We will embody pace, urgency and determination in our focus on improving outcomes for children and on our own performance.

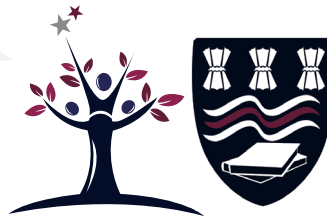
The Academy's statement of purpose, values and outcomes encourages students to;

- work hard;
- demonstrate kindness;
- be safe and healthy;
- give and receive respect as an individual;
- enjoy and achieve in school and beyond;
- develop the confidence, skills and attitudes necessary for economic wellbeing;
- understand their rights and responsibilities as citizens and the importance of making a positive contribution to society;
- develop cultural understanding and an appreciation of diversity.

“Before he started Longsands I was concerned over the level of support our son would receive from the school due to it having so many students. All I can say is that I am overjoyed with the help and support you have been offering to him.”

PARENT





CARE, SUPPORT AND FEELING VALUED

The care and support of our students begins before they join us in Year 7. Our transition coordinator works closely with our feeder primary schools to ensure we are fully aware of the academic and pastoral needs of each child. The transition day provide students with a taste of all they will encounter when they arrive in September, and introduces them to our core values and expectations.

At Longsands Academy, we have a pastoral system led by a team of highly-skilled Heads of Year, each responsible for a year group and who are specialists in pastoral care. Priority is focused around support, care and ensuring our young people have a platform to learn and succeed in which barriers to achievement are removed. Ensuring that our students feel safe and cared for is of key importance to enable progress in learning. Each student receives daily support from their Form Tutor, who guides and mentors

them throughout their time at the Academy, affording them the opportunity to build a trusting relationship. We promote an ethos of kindness and humility where young people are encouraged to support each other and contribute to a safe and happy environment.

We recognise the importance of home-life and we are proud of our ability to build strong relationships with parents/carers, offering support in many forms, including financially, so that all students are afforded the same opportunities.

“As a parent I am in awe of the level of thought, care and support that is given to our son and his peers across all aspects of Academy life. He’s developing into a well-rounded young man, and we as parents can’t take all of the credit, the staff really are a wonderful asset to your community.”

PARENT

“Having a child with special needs is not easy but having an amazing team behind her helps so much. It wasn’t an easy decision choosing a school for our daughter. We have no regrets about picking Longsands.”

PARENT



PERSONAL DEVELOPMENT



At Longsands, we want all of our students to leave us ready and prepared for life in the diverse society we live in. All students follow our Personal Development curriculum journey through the strands of Health and Wellbeing, Relationships and Life in the Wider World as part of their spiritual, moral, social and cultural development. We also take a zero tolerance approach to bullying and we are proud of the way that we tackle these issues when they occur.

Excellence in Pupil Development Award

We place a strong emphasis on Personal Development at Longsands and as such we are proud to have been awarded the Excellence in Pupil Development Award.

Ensuring that our students have the necessary life skills to prepare them for life out of school in an ever-evolving society is also a key priority. The Academy has been accredited with a nationally recognised award: Excellence in Pupil Development Award which recognises the Academy's strong approach to nurturing responsible citizens, and for our involvement in the local community.

Wellbeing

The wellbeing of our students is at the core of all we do. We are extremely proud to have been accredited with the nationally recognised award: Wellbeing Award for Schools, which recognises the outstanding work being done within the Academy to promote mental health and wellbeing within our community. We have trained mental health and wellbeing first aiders amongst our teaching, pastoral and support staff bodies. We are constantly evolving our provision to support all of our students, including some of the most vulnerable, provisions include a school counselling service and work with a number of external agencies and volunteer groups.

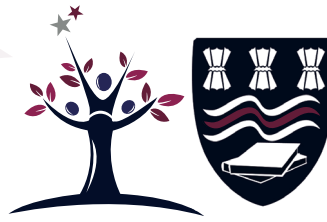
Careers

The Academy ensures that our students are best prepared for the world of work by providing high standard of careers provision. The recently awarded 'Quality in Careers Standard' is recognition of the Academy's robust careers programme. Students are inspired to develop positive attitudes to learning and success, we believe our careers programme stimulates ambition and confidence. All Longsands students have the opportunity to engage in work related learning experiences. University visits, apprenticeship information events and links with post sixteen providers will be available to support the decision making process for our young people. We are fully committed to Gatsby Career Benchmarks, thus enabling us to provide the best career guidance for our students.



“There is a detailed programme to support pupils' personal development.”





ENRICHMENT AND LEARNING BEYOND THE CLASSROOM

Longsands offers a rich range of extra-curricular activities that extend beyond timetabled lessons. Students are encouraged to participate in a wide range of extra-curricular activities which are a vital ingredient in their cultural and intellectual development. The voluntary giving of free time by both staff and students produces a friendly atmosphere of mutual respect. Our regular and systematic additional learning experiences foster ambition and provide direction at crucial times in a student's studies.

All students are encouraged to develop an interest and participate in the wide range of activities available. Our well-resourced Library is accessible for all students before school, during break and lunchtimes and after school. We host a range of enrichment activities that fall within these five categories; Sports and Physical Wellbeing, Wellbeing and Mental Health, Expanding Horizons, Creativity and The Arts, Additional Study. The extensive activity ranges include sports, science and technology (STEM), the Arts, Young Carers and Pride club to name but a few.

Students at Longsands instigate, participate in and lead on fundraising activities that are close to their hearts and which reflect our core values. Every student has a part to play and can feel proud of

the difference they make. All students actively engage in charity work, raising money and awareness of the work of both local national and international causes. An extensive programme of educational visits and residential trips, in Britain and abroad, are organised each year.

At Longsands we recognise the importance of developing leaders as a way of building the confidence of young people, developing their moral and cultural values and ensuring they give a service to their community. Therefore, we are proud of the role our House Council representatives have to play as pioneers and leaders in the student community. They have a hugely important role to play in leading student voice and in developing a keen sense of responsibility and service in the Academy.

“Our son had the best week on work experience. They really gave him fantastic insight into their many areas of expertise.... thank you for facilitating this for the children, we appreciate the amount of work that is involved.”

PARENT



“Our son had a fantastic time on the Year 10 Battlefields Trip. He had nothing but positive things to say about the whole experience. We have no doubt that the enrichment and learning opportunities he experienced during his visit to Belgium will have only served to add greater depth to the knowledge and understanding he already had of WW1. This will be a huge benefit to him in his GCSE course.”

PARENT



POSITIVE BEHAVIOUR AND REWARDS

Helping to guide our young people to raise their aspirations and achieve their goals.

We are committed to maintaining a safe and positive environment that is conducive to learning, and one which fosters an ethos that values respect, tolerance and co-operation, and ensures that students enjoy learning at Longsands. Staff and students build excellent and mutually respectful relationships in line with our core values.

We are proud of the students as great ambassadors of Longsands Academy. We set high expectations of students' behaviour in lessons and around the Academy site. We equally advocate high standards of behaviour from students when on school trips and journeys to and from school.

A strong sense of community enables Form Tutors and Heads of Year to know students well. All members of the Longsands community, staff and students are members of a 'House'. The House system was launched to bring a new sense of belonging within our Longsands community; enabling students and staff to work together across the year groups and form new friendships, be involved in new exciting opportunities, further advance the healthy sense of competition and create opportunities for student leadership.

Each House represents our Academy Core Values:

- **Austen House** - represents the Academy value of cultural understanding and creativity
- **Darwin House** - represents the Academy values of dedication, perseverance, and hard work
- **Hawking House** - represents the Academy value of achievement
- **Seacole House** - represents the Academy value of respect and development of moral awareness

- **Turing House** - represents the Academy value of skills and appreciation of diversity

Students are awarded House Points, and these are awarded for all positive aspects of Academy life which are reflected in our motto **Work Hard, Be Kind, Achieve More**. Students are gifted a House tie, to be worn with pride. It denotes the House community that they are part of and students of Longsands Sixth Form have lanyards that display the same House information.

If issues arise, our strong behaviour policy is in place to support improved behaviour. Respectful and positive relationships amongst students is key; if friction or tension between friends arises our staff are trained in restorative approaches to enable the students to work through resolutions and rebuild relationships. Longsands Academy is a 'Telling School', and students are encouraged and reminded that there are a variety of ways for them to report any worries or concerns that they may have, either for themselves, or for their peers.

We have a clear and robust system of rewards and sanctions which support our expectations of behaviour and achievements. Staff routinely look to acknowledge the efforts and achievements of students in terms of their attitude to learning, the quality of their work, and their contribution to their communities.



WORK HARD
BE KIND
ACHIEVE MORE

INSPIRING BEYOND MEASURE

"I would like to thank all Longsands Academy staff members for teaching and offering our son the necessary support from the day he joined your Academy. He has lots of positive things to say about Longsands."

PARENT

INSPIRING BEYOND MEASURE



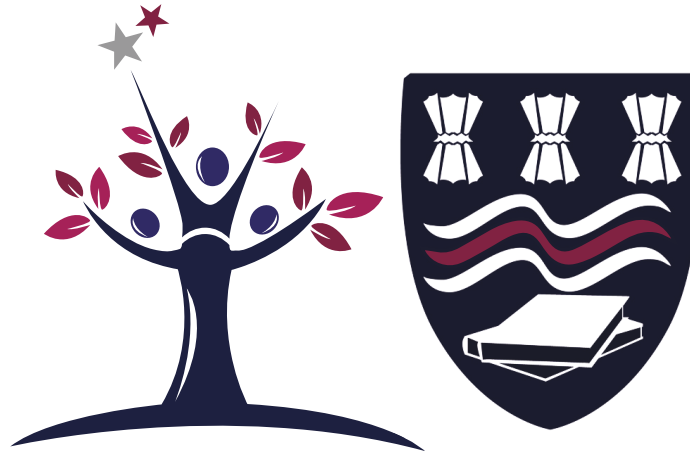
Longsands Academy
Longsands Road
St Neots
Cambridgeshire
PE19 1LQ

01480 353535

enquiries@astrea-longsands.org

www.astrea-longsands.org



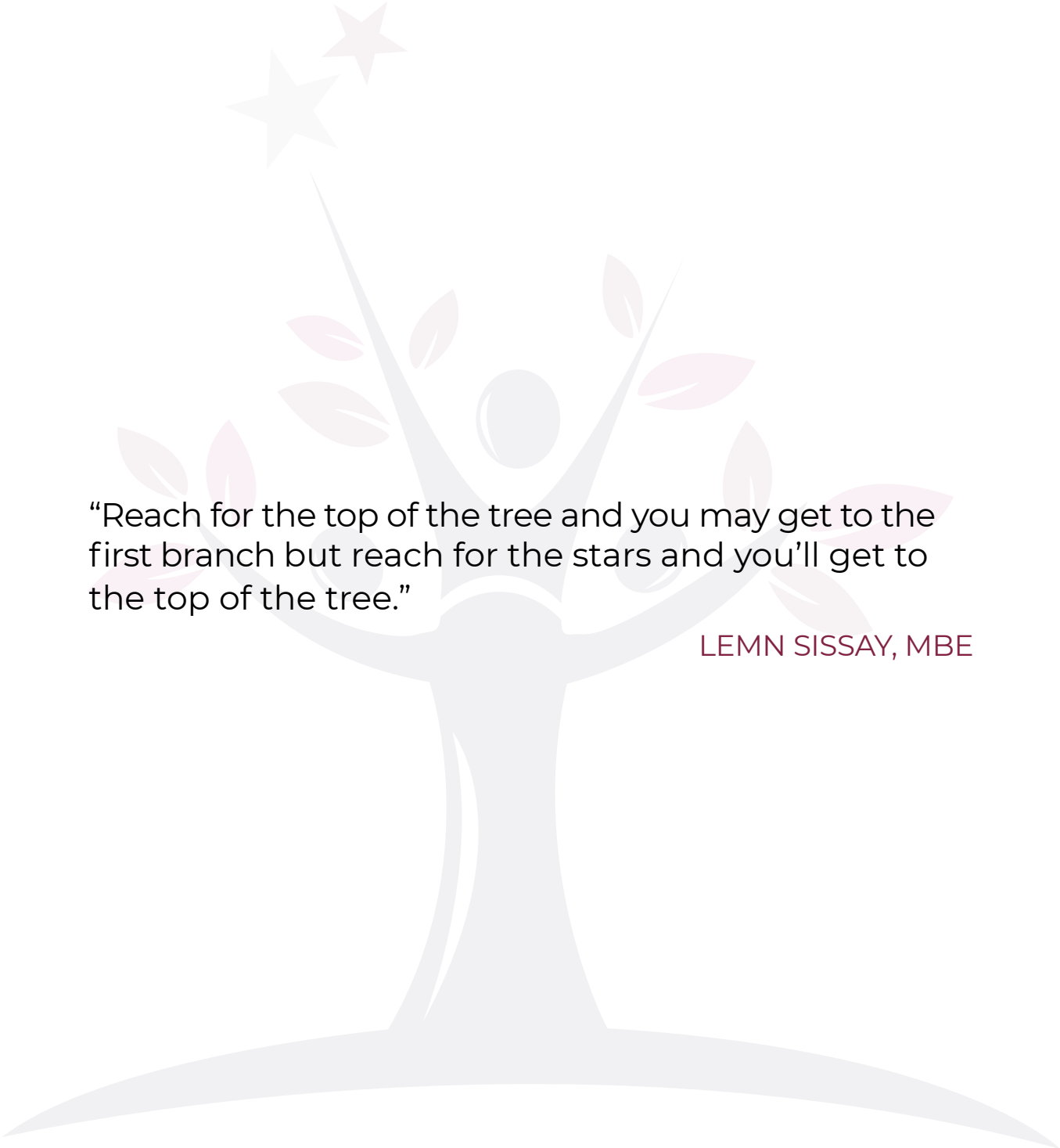


LONGSANDS ACADEMY

Astrea Academy Trust

INSPIRING BEYOND MEASURE

2022 - 2023 PROSPECTUS



“Reach for the top of the tree and you may get to the first branch but reach for the stars and you’ll get to the top of the tree.”

LEMN SISSAY, MBE

Admission Arrangements for Year 7 September 2023

Admission Authority

Astrea Academy Trust is the admission authority for the Longsands Academy.

Admission Numbers

Longsands has an admission number of **290** for entry into Year 7.

Longsands also accepts admissions to Year 12, subject to the criteria published on the Sixth form's website each year.

Longsands will admit this number of students if there are sufficient applications. Where fewer applicants than the published admission number for the relevant year group are received, the Academy Trust will offer places at the school to all those who have applied.

The numbers above are often the indicative admission number for subsequent year groups. From time to time, however, the true capacity of these year groups might vary and the Trust is entitled to limit the indicative admission number to a number below 290 where there are clear grounds to do so.

Application Process and Timeline

Normal Round (for entry into Year 7 in September)

- Applications made during the main round for a place at the school are administered through Cambridgeshire County Council. Parents resident in Cambridgeshire can apply online at: <https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/apply-for-a-school-place/secondary-school>

[please also follow this [link](#) for clarification of the catchment areas referred to in the oversubscription criteria]

- Parents/Carers in other local authority areas must apply through their home Local Authority.
- The Local Authority's timetable will be used for all normal round applications each year.
- The deadline for an application for a place in Year 7 is **31st October** in the year before your child/ren will start at the Academy.
- Offers will be made by the Local Authority, on behalf of the Academy, on **1st March** or the next working day.

"In-year" admissions:

- Applications for a place outside the main round are known as "in-year" applications. For example, if a Year 8 child moves into the area, an in-year application will be made.
- Astrea Academy Trust reserves the right to administer in-year admissions to the school. However, by agreement with the Local Authority, the Local Authority will administer these applications and parents/carers should use the link provided above.

Oversubscription criteria

When the Academy receives more applications than places available, after the admission of students with an Education, Health and Care Plan or a Statement of Special Educational Needs naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. **Looked After Children** looked after children and all previously looked after children, including those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.¹
2. **Children of staff** who have been employed at the Academy for two or more years at the time of application or have been recruited to fill a vacant post for which there is a demonstrable skill shortage.
3. **Children living in the village catchment area and Hail Weston, attending village primary schools in the catchment area and who have a sibling** at the Academy at the time of admission.
4. **Children living in the village catchment area and Hail Weston with a sibling** at the Academy at the time of admission
5. **Children living in the village catchment area and Hail Weston who attend the village primary schools** within it;
6. **Children living in the village catchment area and Hail Weston;**
7. **Children living in the St Neots catchment area, attending St Neots primary schools in the catchment area and who have a sibling** at the Academy at the time of admission;
8. **Children living in the St Neots catchment area with a sibling** at the Academy at the time of admission;
9. **Children living in the St Neots catchment area who attend the St Neots primary schools** within it;
10. **Children living in the St Neots catchment area;**
11. **Children who live outside the catchment area, who attend village or St Neots primary schools within it and who have a sibling** at the Academy at the time of admission.
12. **Children who live outside the catchment area who have a sibling** at the Academy at the time of admission.
13. **Children who live outside the catchment area who attend the village or St Neots primary schools** within the catchment area;
14. **Children living nearest the Academy** according to the shortest straight line distance.

Tie-break

Where the last place could be allocated to a number of children living equidistant from the Academy, the determination of the single offer will be made by random allocation. The random allocation will be supervised by someone independent of the Trust.

¹ A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

Notes

Home address - The home address is where a child normally lives. Where parents/carers are separated and the child lives with each parent/carer for part of the week, the home address will be the one where the child spends the majority of his or her time.

Multiple births (twins, etc.) - In the case of multiple births or siblings in the same year group, where there is only one place available in the Academy, all will be considered together as one application.

Service children and Crown servants - For families of service personnel with a confirmed posting to their area, or crown servants returning from overseas to live in that area, the Authority will allocate a place in advance of the family arriving in the area provided the application is accompanied by an official letter that declares a relocation date and a Unit postal address or quartering area address when considering the application against their oversubscription criteria. The Trust will not refuse a service child a place because the family does not currently live in the area.

Late applications

All applications received after the deadline will be treated in accordance with the Local Authority's policy on late applications.

Admission of children outside their normal age group

Applications for children to be admitted to a school year outside of their chronological age group should be submitted to the home Local Authority during normal round admissions, or to the Local Authority/Academy as described above regarding the in-year admissions process. Each application will be considered and decided by the academy on the individual circumstances of each case.

Applicants should provide documentation in support of their application regardless of whether they are asking for the student to be admitted in a lower or higher year group. Applicants will be notified of the decision in writing.

There is no right of appeal where an offer is made, but not to the year group requested by the parents/carers.

Waiting lists

The Academy will operate a waiting list for each year group. This will be maintained by the Local Authority unless it is agreed that the Local Authority will no longer have responsibility for in-year admissions.

Children's position on the waiting list – and any offers made as places become available – will be determined solely in accordance with the oversubscription criteria. This means that the waiting list is not a 'queue' and it is possible to move down as well as up the waiting list if additional applications are received for children with higher priority.

Appeals

All applicants refused a place have a right of appeal to an independent appeal panel constituted and operated in accordance with the School Admission Appeals Code. Further information and contact details will be included in any refusal letter.

The process for Admissions into Year 7 2023-2024

Parents/Carers should apply online for a place. Parents/Carers will have receipt of their application confirmed by email. They will also be able to amend their application up until the closing date. A series of security measures ensures that information cannot be inappropriately accessed. **The deadline for online application is also 31 October 2022.**

Access to the online facility is via the following website:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/apply-for-a-school-place/secondary-school/>

The Local Authority seeks to allocate secondary school places by the beginning of March prior to September admission. The booklet and website provide detailed information on the process, including how you may appeal against the Local Authority's decision.

If parents/carers are not able to apply online they should call Cambridgeshire School Admissions on 0345 0451370 for a paper form.

Longsands Primary Liaison: 2022/2023

Calendar of Events

Open Evening
Thursday 6 October 2022

31 October 2022:

Deadline for submission of applications for admission in September 2023.

Applications should be made by 31 October 2022 to the Cambridgeshire Admissions team either online or by using a paper form.

March 2023:

The Local Authority writes to parents/carers with the offer of a secondary school place.

Spring and Summer terms:

Visits to and liaisons with primary schools by Longsands staff.

Monday 26 June 2023, 6.00 pm - 8.00 pm: New Parents' Evening Longsands.

Tuesday 27 June 2023

Longsands will host an induction experience for all Year 6 students. Details will follow nearer the time.

The Curriculum

At Longsands Academy, our curriculum is designed to fulfil our core purpose which aims to secure the best possible experience, learning and outcomes for each young person for whom we have responsibility. As such, we believe that students are entitled to be immersed in 'the best that has been thought and said' to induct them into the 'conversations of mankind'. We believe this is best achieved through a broad and balanced, knowledge-rich curriculum and a strong personal development programme. The subject curriculum is designed to help students understand and make meaning of the world around them, and to take them beyond their everyday knowledge and experiences. Intellectual curiosity and resilience is developed through a curriculum taught by subject-specialists who impart the powerful knowledge and cultural capital that places students in a strong position to question and debate the world around them. Our provision is tailored so that all students, whatever their background and ability, can follow suitable pathways, from Year 7 through to Year 13, which maximise their chances to achieve academic excellence and success in public examinations, as well as promoting positive emotional wellbeing and mental health, enabling them to successfully access the next chapter of their lives.

Our commitment to promoting an ethos of learning for life and work throughout all aspects of the Academy, as well as our provision of a wide range of extra-curricular and personal development opportunities, aims to instil our core values in students: to work hard, to be kind and to achieve more. We value care and respect for self and others, honesty, creativity, clear and open communication, high aspirations and the determination to fulfil them, strong relationships, and shared goals achieved through teamwork.

Years 7, 8 and 9

For the first three years at the school, students follow a broad and challenging academic programme that closely follows the National Curriculum. Alongside English, maths, science, history, geography and religious education, all students study French and, in addition, from Year 8 there is the opportunity for some students to study German. All students will have the opportunity to develop their creative flair in art, music and design and technology, learn to code in computer science, and enjoy a healthy competitiveness in physical education. In personal development lessons, students learn about relationships, health and wellbeing, and living in the wider world, including careers and citizenship, allowing them to participate in democratic society and be responsible citizens.

Years 10 and 11

Students in Years 10 and 11 study a core set of subjects, including English language and literature, mathematics, science (which is worth either two or three GCSEs, depending on the depth of study), personal development and physical education. Most students will also study at least one ancient or modern foreign language plus history or geography. We believe that this strong academic foundation provides a well-rounded education for our students. Further GCSE subjects include art, computer science, geology, music, religious studies, and physical education. There is a full guide to the GCSE subjects offered at Longsands Academy in our Year 9 GCSE Transition brochure, which is part of a package of personalised support that students receive in order to make informed decisions about the subjects they study.

Years 12 and 13

We provide a range of academic A Level courses to suit all interests, as well as a small number of Level 3 BTEC qualifications. We are excited to be launching T Level qualifications from September 2023, which include a significant work placement in industry. All students participate in a programme of personal development, alongside opportunities for enrichment and extra-curricular activities. Further information about the courses of study that are offered is available on the Longsands Sixth Form website.

Personal Development

Each academic year, the Academy holds twelve focused Personal Development sessions during which timetabled lessons are replaced. Our Personal Development provision is taught across three strands; Relationships, Health and Well-being and Living in the Wider World. By the end of Year 11 students should have developed a wide range of skills, strategies and coping mechanisms which they can take with them to help them be successful in their future lives whether that be; future relationships, future careers, future decisions relating to their health and well-being or future contributions to society.

Careers Education, Information, Advice and Guidance (CEIAG)

All students at Longsands follow our Careers Education, Information, Advice and Guidance (CEIAG) programme. The programme is delivered through Personal Development (PD) lessons, assemblies, external events, trips and visits and employer engagement opportunities such as work experience. Our provision is tailored to the needs and circumstances of our students and ensures that there are opportunities for advice and guidance and access to impartial careers information appropriate to their age and ability. Students are encouraged to develop the knowledge and skills needed to make informed choices and manage transitions e.g. from Year 11 to post-16 opportunities and from the sixth form into Higher Education or employment.

Through the programme, our students will be able to:

- Relate their studies to and understand the world of work.
- Review their experiences and achievements and present and discuss these with others, and set realistic goals for self-improvement.
- Research and understand the range of education, employment and training opportunities available to them at post-16, post-18 and further into the future.
- Make informed decisions about their future and manage transitions, for example between Key Stages or between school and university or the world of work.
- Be aware of sources of financial help for learning.
- Develop key transferrable knowledge and skills related to labour market information (LMI), employability and the workplace.
- Develop qualities of resilience, communication, aspiration and critical thinking through timely and relevant activities and opportunities that are directly transferrable to a range of employment, apprenticeship and further education pathways.
- Access a range of information from employment, apprenticeship and higher education providers, as well as related external agencies such as UCAS and Student Finance England.

The full careers programme, which is mapped against the Gatsby Benchmarks, can be viewed on the Academy's website. Our careers programme has been awarded The Quality in Careers Standard.

The Learning Day

Bells are rung at 8.43 to indicate that students should make their way to the morning welcome.

Bells are rung at key periods through the day to further indicate a change of lesson or start and end of breaks. The usual timings for the school day are:

8:45	Morning Welcome & Tutor Time
9:00	Period 1
10:00	Period 2
11:00	Break
11:20	Period 3
12:20	Period 4
1:10	Year 7 Lunch
1:20	Years 8 and 10 Lunch; Years 9, 11, 12 and 13 Tutor Time
1:30	Years 9, 11, 12 and 13 Lunch
2:00	Years 7, 8 and 10 Tutor Time
2:10	Period 5
3:10 pm – 4:00 pm	Detentions (Friday SLT Detentions until 4:30 pm)

Homework

Homework exists to encourage and develop independent work by students, in support of learning taking place in school. Additionally, homework facilitates links between home and the Academy, particularly by providing opportunities for parents/carers and children to discuss the learning taking place at Longsands.

Students can expect to receive regular homework; this is set weekly for English, Maths, Science, MFL, Geography and History and twice a half term in other subject areas. Students in Years 7, 8 and 9 should expect to spend approximately 30 minutes completing homework tasks for each subject. In Year 10 and beyond, students will receive weekly homework in each subject studied, lasting for up to an hour.

The Academy uses online learning platforms to support teaching and learning and Academy priorities. These home learning platforms provide a comprehensive range of online teaching and assessment resources with the key advantages being:

- Homework resources can be easily assigned to students and viewed online by parents/carers.
- Students' progress and success in completing set tasks can be viewed.
- Students have access to resources to support the completion of homework tasks, helping to promote independent and sequential learning.

Students have access to self-marking quizzes which assess understanding and consolidate learning, giving students instant formative feedback.

Physical Education at Longsands

The vision for Physical Education is to secure the best possible experience, learning and outcomes for each young person for whom we have responsibility.

We aim to provide a Physical Education that delivers:

- Passion – to promote a healthy active lifestyle and lifelong love of sport.
- Participation – to provide opportunities to enjoy and commit to sporting activities.
- Performance – to set appropriate challenges enabling students to reach their potential.

Our teaching staff are passionate about their subject and aim to provide the best possible experiences for the students at Longsands. There are a wide range of specialisms in a multitude of physical and theoretical areas. This enables us to deliver a curriculum where the students can experience a comprehensive range of sporting opportunities but also receive a broad and balanced knowledge rich subject. The aims above are achieved through a wide range of sports in the curriculum, including Rugby, Hockey, Netball, Football, Cricket, Outdoor and Adventure Activities, Softball, Athletics, Rounders, Basketball, Cross-country, Gymnastics, Trampolining, Badminton, Volleyball and Tennis.

Using this range of sports, the curriculum is designed to create a high aspiration achievement culture and ensure every student can build on and embed knowledge to:

- Develop their knowledge and understanding in PE. To create ideas, devise tactics, learn rules, evaluate, analyse and improve performance.
- Increase awareness of health and fitness in PE. To enable all students to assess and monitor fitness. To develop knowledge of how to improve health and skill development to foster a lifelong participation and/or career in physical activity.
- Improve practical ability in PE. To enable students to acquire, develop, select and apply skills in a variety of different activities.
- To develop the social skills that can be applied in all aspects of life. The social domain refers to developing purposeful and respectful relationships with peers to promote collaboration, leadership and teamwork.

All students in Years 7, 8 and 9 participate in a minimum of two lessons of PE each week. The lessons build on and embed physical development and knowledge. This enables us to develop deeper substantive knowledge of advanced skills but also ensure progression of disciplinary knowledge. This will equip students for the demands of examinations in PE from Year 10 whilst maintaining the range of content we offer to nurture the love of the subject. All students in Years 10 and 11 participate in one core PE lesson each week. For students not studying examination PE we adhere closely to our aims to ensure all students develop knowledge on maintaining a healthy and active future lifestyle. Our extensive facilities include an Astro turf pitch, 3 rugby pitches, 3 football pitches, 8 netball courts, a 400-metre athletics track with field events areas, two cricket squares (one artificial), a sports hall, two gymnasias, two hall spaces and a fitness studio.

In Years 10 to 13, we offer a wide range of examination courses, including BTEC Level 2/3, GCSE and A Level. We offer an impressive extra-curricular programme, where students have the opportunity to take part in sports clubs both at lunch time and after school in a wide range of sports. In terms of competitive sport, within the district and county, students are able to take part in regular competitive fixtures within the major activities such as football, rugby, hockey, athletics and hockey. Talented individuals are also supported through the stretch and challenge pathway with termly opportunities to enhance their progression in respective sports. These successes are celebrated at the annual Sports Awards evening in June.

A number of residential trips are run by the department, including an annual Ski trip to Austria, Netball trip to Conover Hall and a Football tour to Germany.

Special Educational Needs at Longsands

Students with Special Educational Needs and Disabilities are included in all aspects of Academy and Sixth Form life. Staff at Longsands provide discreet support to students with SEND tailored to their need and stage of development. This can include support in class, use of IT and other specialist equipment and interventions.

Resources for students with SEND are allocated to meet the needs of each individual student and based on discussion with parents, students and other professionals, such as Educational Psychologists, Speech and Language Therapists, Mental Health specialists, etc. When an EHCP exists or is in the process of being requested, these resources will also be informed by the Local Authority, via the Statutory Assessment Team.

Further information on the support offered, range of interventions and key staff can be found on the Academy and Sixth Form website. The full Special Educational Needs and Disabilities Policy and SEND Information Report is available from the Academy or via the website.

Child Protection

Under the Education Act 2002 (section 175), schools must make arrangements to safeguard and promote the welfare of children. Parents/Carers should know that the law (Children Act 1989/2004) requires all Academy staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse and radicalisation. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible inform the parent/carer of any referral to Children's Services. **This will only be done where such discussion will not place the child at increased risk of significant harm.** Schools will seek advice from Children's Services when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/Carers will appreciate that the designated person for child protection was carrying out his/her responsibilities in accordance with the law and acting in the best interests of all children.

Music at Longsands Academy

At Longsands we are fortunate to be able to offer lessons on a variety of orchestral instruments as well as piano, voice, guitar and percussion. Instrumental tuition is organised and managed by the Head of Music. Where possible, the Academy facilitates peripatetic Music staff in delivering lessons.

The provision for students:

- Lessons are 20 or 30 minutes in length, during which time the student will be withdrawn from his/her normal academic timetable. Where possible, lessons will rotate so that students do not miss the same lesson every week.
- Instruments will be provided by parents. Current charges are available on request.
- Students are guaranteed 33 lessons per year.

There are schemes available to hire musical instruments, details can be provided.

Music clubs and groups are run to provide opportunities for students of various abilities to play together, both informally and formally, including; Longsands Voices, Show band and use of the rehearsal spaces.

Students will have the opportunity to experience live music and theatre via one of our organised trips.

Examination Results

2022 GCSE

These grades reflect the fact that GCSE Results continue to improve at Longsands Academy, with very positive attainment and progress figures.

84.2% of Year 11 students were awarded at least a grade 4 (standard pass) in either English Language or Literature, and 83.6% in Maths. 78.9% achieved at least this standard in both subjects.

65.4% of Year 11 students achieved at least a grade 5 (strong pass) in English and 61.7% in Maths. 53% achieved at least this standard in both subjects.

81.5% of students achieved at least a grade 4 in Science.

The percentage of Year 11 students achieving the national benchmark of 5 standard passes or more including English and Maths was 74.4%.

Over 32.8% of all grades awarded were 9-7, with 134 of those securing a Grade 9.

At grades 9-4, a number of subject areas achieved notable results including Biology, Chemistry, Physics, Latin and Drama (100%), RE (93.3%), PE (83.3%), History (82.8%), Art (86.2%), Computer Science (80%), Media (82.6%), Maths (83.6%) and English Language (81.6%).

2022 A Level

In 2022 students studying at Longsands Sixth Form, achieved an average grade of B- with 24.6% of all grades being either A* or A, and 75% of grades A*-C. These results clearly illustrate the academic strength of this cohort.

75 students studied for one or more applied subjects, achieving an average grade of Distinction.

Every student was successful in securing a worthwhile post-18 destination, with 57.1% of students continuing their education at university, 29.2% at Russell Group institutions. A further 20.6% gained Apprenticeships or Degree Apprenticeships. The remainder are entering the workplace with a handful of students taking the opportunity for a Gap year.

Academy Uniform Years 7 - 11

It is important that students look smart at all times and wear their uniform with pride. The Academy uniform is only available from our suppliers – SWI (with the exception of trousers and shirts which can be purchased from SWI or High Street suppliers). SWI offer an online or telephone ordering service and good quality items representing, we believe, good value for money. The Academy will not hold any stock of this uniform, so orders must be placed directly with SWI.

- **A black school blazer** with a Longsands Academy badge already embroidered on the blazer, supplied by SWI.
- A clip on tie in House colours will be presented to new students. Spare and replacement ties can be purchased from SWI.
- **Mid-grey trousers (not light grey nor charcoal grey)** in an approved style (loose fitting, not 'skinny') as available from SWI, and most high street and online retailers.
- **White shirt/blouse**, plain, buttoned, short or long sleeved with standard collar and no logos, which are widely available.
- Shoes must be completely plain black with a smart appearance, have a sturdy, solid sole and not reach above the ankles. Converse, Vans, Kickers, sports brands such as Nike and other similar footwear labelled as 'shoes' are not acceptable. Shoes must be polishable, low-heeled and suitable for office wear.
- **Plain black socks** (ankle or below knee length) or plain black tights.
- **Optional tailored shorts** during warmer weather (must be purchased via the SWI website).
- An **optional** Longsands tartan skirt (must be knee length) supplied by SWI.
- An **optional** Longsands black V-neck jumper supplied by SWI.

Other information: specifically with regards to outdoor coats – no logos, dark colour (not to be worn inside the Academy), PE kit (please see information below and full guidance on the Academy or SWI website), jewellery (one pair of studs worn in the lower ear lobe only, a wristwatch and one small ring may be worn, no other jewellery or piercings are acceptable), hair - natural hair colours only and no extreme styles, no make-up, no coloured nail varnish or acrylic nails. Also, students are **NOT** permitted to wear hoodies, jeans or leggings at any time.

ALL students in Years 7-11 must wear plain black shoes, and not trainers/boots

PE Kit

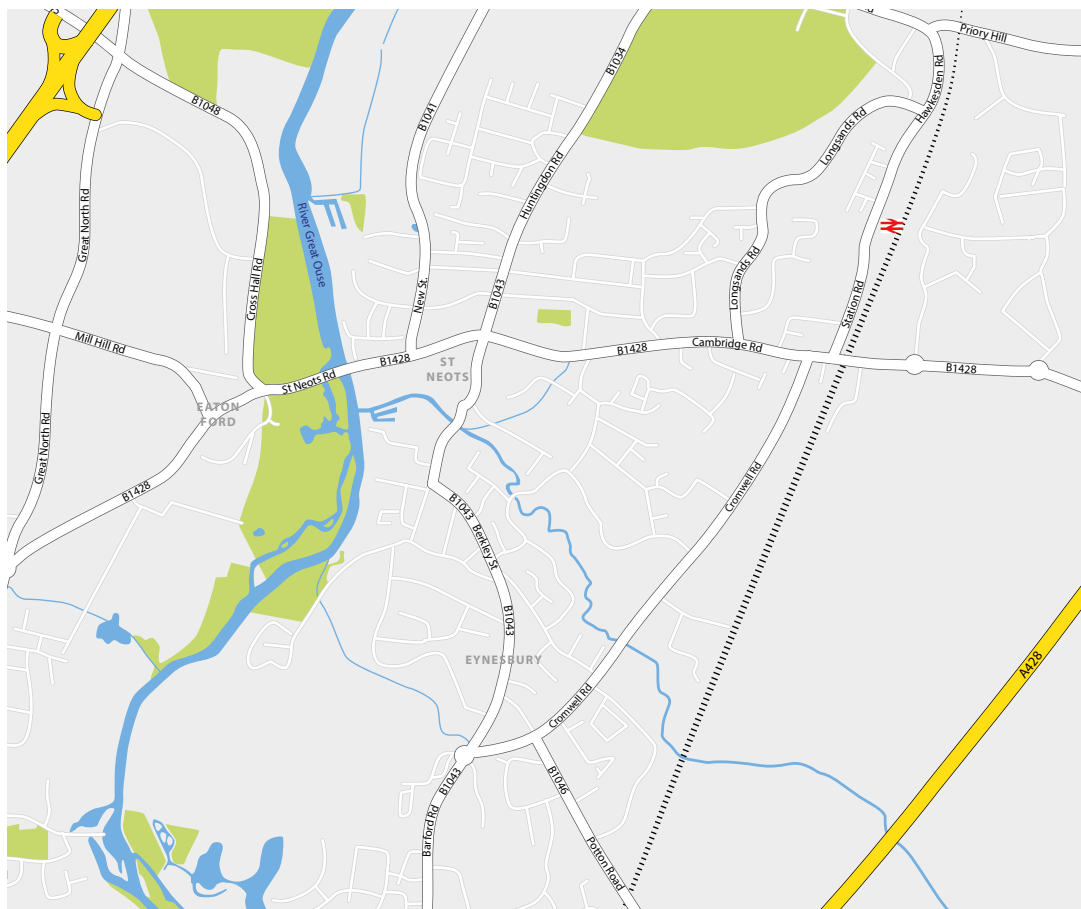
Please name every item of your son/daughter's kit.

Examples and guidance for purchasing PE kit can be found here: <https://www.astrea-longsands.org/wp-content/uploads/2019/04/New-PE-Kit.pdf>

Each student should be equipped with:

- red PE top, with logo;
- shorts, plain black;
- socks, full length red;
- socks, white, no logos;
- reversible rugby shirt;
- trainers, indoor/outdoor (non-marking soles);
- boots (football, hockey, rugby) essential for safety;
- gum shields (hockey/rugby), safety studs (rugby) and shin pads (football, hockey, rugby) are essential for safety.
- Plain black gloves/hat – at teacher's discretion in extreme weather.

Further optional PE uniform items for cold weather are available for purchase from SWI.



Longsands Academy
Longsands Road
St Neots
Cambridgeshire
PE19 1LQ

01480 353535

enquiries@astrea-longsands.org

www.astrea-longsands.org