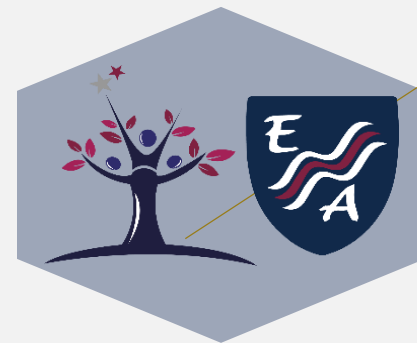




# ERNULF ACADEMY

## PROSPECTUS 2020



# ASTREA ACADEMY TRUST



Astrea Academy Trust is a family of 27 schools with a proven 100% track record of school improvement. In Spring 2019, four Ofsted reports in quick succession brought all evaluated schools out of special measures (as they'd been when joining the Trust), with two going straight to a Good rating.

The Trust focuses on all-round development of each individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personality dispositions we foster in our pupils through a curriculum rich in knowledge and enrichment experiences and measured in our “Astrea Promise” passbooks. We do not subscribe to the ‘schooling’ stance of a results-driven philosophy but rather state emphatically that education is about much more than just attainment.

The Trust's logo communicates our core values of collaboration, development and aspiration. The three figures come together in the shape of a tree, representing growth, whilst the tallest figure reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

***The Astrea vision enables individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools. This balance is necessary in order to achieve long term sustainability for our schools.***

**Ms. Libby Nicholas**  
**CEO**

**“Education is what survives when what has been learned has been forgotten.”**

# WELCOME TO ERNULF ACADEMY

**I am delighted to welcome you to the prospectus for Ernulf Academy.**

We hope that this introduction will give you some sense of the values, ethos and love for learning that underpins everything we do as a school. At the heart of our academy is the belief that every single unique young person has the potential to fulfil their dreams and deserves the best possible education in order to realise their individual ambitions.

We believe that a knowledge based, balanced education is the foundation on which all of our pupils can elevate themselves to live the life they deserve and aspire to – and it is our job to find the best way to equip them all with the necessary skills for success in life.

Our work relies on the co-operation and feedback of parents – we are, after all, in partnership – and we are dedicated to doing the best for our learning community. We have high aspirations for pupils and staff – there are no excuses. We challenge them to be the best they can be and support them to excel.

As part of the Astrea Academy Trust our work is underpinned by five core value partners which are embedded into all aspects of our school: **responsibility and leadership; aspiration and development; honesty and integrity; enjoyment and innovation and collaboration and inclusion.** We place great importance on attendance and punctuality, mutual respect and the right of students to learn and teachers to teach.

Visitors to our academy comment on the purposefulness of lessons and the calm, polite and courteous conduct of our students. These factors together with the creativity and dedication from staff and strong leadership driven towards the success of our pupils mean that we are placed well to prepare our students for a bright and confident future. We look forward to working with you to help bring out the best in your child.

Please feel free to contact the Academy if you like to visit us as part of a normal, working day. You will be most welcome!

**Mr. Avin Bissoo**  
Principal



**“A school that not only wants to teach, but is determined to inspire.”**





‘Pupils access a range of information about social inequality, cultural diversity and humanity. Pupils understand what it is to be a good citizen.’

OFSTED



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# ASTREA VALUE PARTNERS

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**The work of the Astrea Academy Trust is underpinned by five core Value Partners, which are equally applicable to pupils, staff and the work of the Trust itself.**

Each pair of Value Partners is accompanied by a call for action in the form of a hashtag, which is used in verbal, digital and hard copy communications. The Value Partners can be used as a measure of individual, school and Trust progress and as a guide to inform the direction of change.

## **Aspiration and Development**

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#Astreathestars**

## **Responsibility and Leadership**

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

## **Collaboration and Inclusion**

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive. **#all4one**

## **Enjoyment and Innovation**

We know that everyone learns best when they enjoy what they do and are in a position to follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested and consequently our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

## **Honesty and Integrity**

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change. **#4good**

**‘Students are courteous and friendly to adults and each other.’**

**OFSTED**



# COLLABORATIVE WORKING AND INSPIRING BEYOND MEASURE

**At Astrea, we are passionate about education that inspires beyond measure.**

In September 2018 Ernulf Academy joined the Astrea Academy Trust. Astrea Academy Trust was established in 2015 and its schools – primary, secondary and all-through – do not subscribe to the typical notion of “schooling” where everything is driven by results. Astrea pupils achieve to the very highest levels, but we believe that education is about so much more than just attainment.

To deliver this, we focus on encouraging and nurturing Resilience, Empathy, Aspiration, Contribution and Happiness in all of our children and young people. We also have the highest expectations of the staff in our family: responsibility and leadership; aspiration and development; honesty and integrity; enjoyment and innovation; and collaboration and inclusion. These values are used as a measure of progress with individuals, schools and overall as a trust. We believe in following a curriculum rich in knowledge and experience underpinned by rigorous assessment and opportunities to excel in sport, art and debating. We have the highest expectations of pupil behaviour, so that our teachers are able to focus on teaching to the ‘Astrea Teacher Standards’.

The Astrea mission: **‘Inspiring Beyond Measure’**, reflects Astrea’s approach that an exceptional education is rich and empowering beyond the narrow confines of formal examination success.

*The Astrea vision enables individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools. This balance is necessary in order to achieve long term sustainability for our schools.*

**“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







‘Ernulf pupils’ work ethic and determination were an inspiration to everyone. They have done themselves and the school proud.’



# CURRICULUM AND LEARNING

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## The love of learning develops success

**We recognise our responsibility in preparing our pupils for life in the complex world in which we live. Our curriculum is reflective of the skills that the 21<sup>st</sup> Century learner requires in order to thrive and succeed. The curriculum is broad and balanced and offers our pupils the scope to consider a wide variety of possibilities for their future learning and employment.**

Innovative and challenging teaching ensures that our learners are engaged and happy, a recipe which we identify with success for the individual. Within the classroom we encourage active participation of all pupils and our home learning programme enables parents and carers to be involved in their child's education. Our teaching staff are skilled at differentiating tasks in order to ensure that all learners can engage with lessons and extend their learning. Embedded in our curriculum are a wide range of opportunities and activities that encourage the development of knowledge, skills and understanding through group work as well as independent learning. Trips relate to many aspects of our curriculum including Art and Drama, Modern Foreign Languages, History, Geography, English and Science. The visits range in duration and locations from castles to seaside encounters and overseas travels including Poland, France, Borneo and Cambodia.



**‘Ernulf provides my children with valuable life skills and an excellent education.’**

**PARENT OF YEAR 9 & 11 PUPILS**

**‘At GCSE you have a broad range of subjects to choose from that are creative and exciting.’**

**YEAR 11 PUPIL**





‘A wide range of extra-curricular activities and trips help to increase pupils’ cultural development.’

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# CARE, SUPPORT AND FEELING VALUED

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The care and support of our pupils begins before they join us in Year 7. Our Key Stage 3 pupil support team works closely with primary schools through school visits and discussions with staff, pupils, parents and carers. This ensures our pupils are comfortable and confident when they arrive, to make their transition to secondary education as smooth as possible. The transition days provide pupils with a sense of all they will encounter whilst studying at Ernulf Academy and introduce them to our core values and expectations.

Ensuring that our pupils feel safe and cared for is of key importance to enable pupils to progress with their learning. Our well-established and highly respected pupil support system enables staff to develop excellent relationships with pupils, parents and carers as well as external agencies. Each pupil receives daily support from their Tutor, affording them the opportunity to build a trusting relationship. The Heads of Year are supported by a team of experienced Student Wellbeing Officers. Our pupil pastoral system enables us to closely monitor each pupil's well-being, progress and attendance and ensures that pupils are treated as individuals.

We recognise the importance of home-school partnership and we are proud of our determination and our ability to build strong relationships with parents and carers, offering support in many forms, so that all pupils are afforded the same opportunities.

**‘Everyone is friendly and will help you where you need to go.’**

**‘All the teachers are really supportive and approachable.’**

**YEAR 11 PUPILS**







‘Every staff member has and adds a value to the school and this is a rare thing.’

PARENT OF YEAR 9 & 11 PUPILS





*Collaboration with Chinese visitors from Lanzhou*



*Ernulf Academy pupils visiting France*



*Duke of Edinburgh Award Scheme*

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# ENRICHMENT AND LEARNING BEYOND THE CLASSROOM

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There are many activities that encourage pupils to develop a sense of responsibility. Social awareness and increased community engagement are skills emphasised in our Personal, Social, Health Education (PSHE) curriculum. Pupils are afforded a wide range of opportunities to develop the creativity and versatility to enable them to move onto a range of careers in later life.

Our library and IT suite is accessible to all pupils during break, lunchtimes and after school. Additionally we host a range of after-school clubs and activities which include performing arts productions (on and behind the stage), philosophy club, home learning club, Duke of Edinburgh scheme and music clubs.

Sporting activities extend beyond the learning day and pupils are invited and encouraged to utilise our facilities by attending a range of clubs including football, rugby and hockey to name a few. Excellence and enjoyment in sport help to develop teamwork, motivation and perseverance, all of which underpin a wider context for successful learning that continues beyond pupils' education and into the work place.

Pupils at Ernulf Academy instigate, participate and lead on fundraising activities that are close to their hearts and which reflect our core values. Every child has a part to play and can feel proud of the difference they make. All pupils actively engage in charity work raising money and awareness of the work of both local and national causes.

Each year pupils have the opportunity to apply to be a pupil leader or a Prefect (Year 11). Pupil Leaders' work with their peers to express the views of the pupil body to staff. Pupils are empowered to develop leadership skills and can shape many aspects of academy life. Pupil leaders and Prefects are able to specialise in one of three key areas by choosing to support the schools charity work, to work on School development or to be part of the Learning and Teaching group.





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# POSITIVE BEHAVIOUR FOR LEARNING AND REWARDS

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

Our commitment to maintaining a safe and positive environment that is conducive to learning and fosters an ethos that values respect, tolerance and co-operation ensures that pupils enjoy learning at Ernulf Academy. Staff and pupils build excellent and mutually respectful relationships in line with our core values.

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

A strong sense of community enables Tutors and Heads of Years to know pupils well. If issues arise, our strong behaviour policy is in place to support improved behaviour. Respectful and good relationships amongst pupils is key, if 'friendship frictions' arise our staff are trained in 'restorative approaches' to enable the pupils to work out resolutions and rebuild relationships.

We have a clear and robust system of rewards and sanctions which form part of our academy's expectations of behaviour and encouragement for pupils to fulfil their role as positive members of our community.

**‘Strong, focused teaching and a good response from students’**

**DEPARTMENT FOR EDUCATION**



‘Relationships between teachers and students are warm and respectful.’

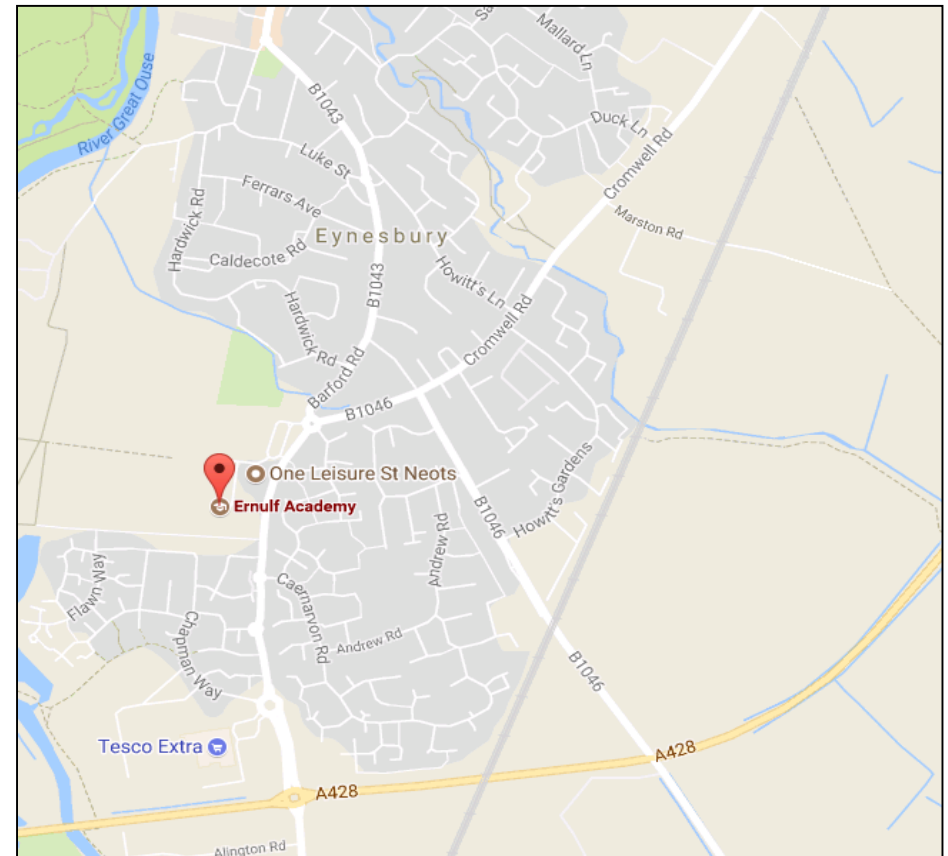




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INSPIRING BEYOND MEASURE

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