

Dear Parents and Carers

Welcome back to the final half term of the year - I do hope you had an enjoyable Platinum Jubilee weekend. We received three hundred survey results before the holiday - just under 50% of the student population. The feedback was overwhelmingly positive, and where not, it has given us some clear areas where we need to focus our efforts.

The winners of the £50 vouchers for participation in the survey were:

Year 7: Mrs Tina Marshall

Year 8: Mrs Katie James

Year 9: Mrs Violeta Niculcea

Year 10: Mrs Edyta Slominska

Year 11: Mrs Clare Loader

Sixth Form: Mr Daniel Nicolae and Mrs Anita Zywer

You will read the responses from each of my Deputies later in this newsletter to the questions that fell within their remits. Please read these carefully and contact them if you have suggestions on how and where we can further improve.

For me the two questions I am most interested in are the first and last ones in the survey: My child is happy in this school and I would recommend this school to another parent.

My child is happy in this school: 71% strongly agree or agree, 8% don't know and 21% strongly disagree or disagree. Although the overwhelming majority of responses state their child is happy, it is not good enough that any child is unhappy at school. We will be calling these parents to understand fully the issues that are causing any of our students to feel unhappy at school.

I would recommend this school to another parent: 67% say yes and 33% say no. Again, I am pleased that the overwhelming majority of responses state they would recommend this school to another parent, and this is more positive than the survey would have been a few years ago. Once again, colleagues will be calling home to ascertain what we can do to improve our chances of recommendation.

We need the answers to these questions to be close to 100% if we want to attain a 'Good' at our next Ofsted inspection. As parents, I know you also want your child to go to a 'Good' school and it is only by working together we will achieve the correct judgement. We do not always get things right at the Academy but parents have said we are honest and transparent, and genuinely want to improve because to us, every child matters!

We are in the final three weeks of external exams. Thank you for all the support you continue to give to our students - they have been a credit to all of us when you consider there have not been formal exams for the last few years.

This final half term is often the most enjoyable; let's hope we see some lovely summer days to finally erase the memories of the pandemic.

Best wishes

Liz Furber

Executive Principal

Dear Parents and Carers

The cost of living crisis is probably the most significant issue affecting this country at the moment. We know that it has been brought about because of the war in Ukraine and the sanctions imposed on Russia as a result of its aggressive actions. Recent increases in energy, fuel and food prices are having an impact on many families. I don't think any of us realised quite how reliant we were on these two countries for many of our basic needs. The Academy itself is not immune to these pressures, especially in terms of increases in energy costs.

However, governors and staff are very aware of the impact these financial pressures will be having on the community we serve. We also understand that financial difficulties can have an impact on physical and mental well-being. It is not our place to interfere in personal, domestic matters, but if you feel financial pressures are adversely impacting on your child's education, please do talk to us, in confidence, initially through the form tutor or Head of Year. It appears that the current crisis is going to last for some time. Please do let us know if there is any way we can try to support you, especially in terms of your child's learning.

Best wishes

David Fraser

Chair of Governors

Dear Parents/Carers

There were four questions in the recent survey that link specifically to the Quality of Education section of the school.

Question 1: The school makes me aware of what my child will learn in the year

Strongly agree/agree = 63%

Don't know = 7%

Disagree/strongly disagree = 29%

What the school currently does:

Every month the Quality of Education team write an article for the school newsletter. This article details what students in Years 7 to 11 will be studying in the month to come. It details subject content and topics, as well as highlighting the skills and virtues that will also be a focus in lessons, assemblies and tutor time activities. This newsletter is emailed to all parents/carers and paper copies are available in reception.

What the school will do to ensure more parents/carers are aware of what their child will learn in the year:

The Academy will be contacting all parents who disagreed with this statement to ensure they are receiving an electronic copy of the newsletter. We have decided that rather than sending out one long newsletter at the end of every month each of the Deputies will write a short update about their area of the school to ensure that parents/carers feel up to date with the all-round educational provision for their child. The school will also include signposting to the curriculum maps and statements of intent that are on the school website in case there are some parents/carers who like to see more detail about content covered in subjects.

The Academy will also involve Sixth Form students in producing a monthly newsletter to ensure parents/carers are kept well-informed of all activities occurring in and out of lessons. If you have any suggestions in relation to this question, please do not hesitate to contact me via ksearle@asadunstable.org

Question 2: My child does well at this school

Strongly agree/agree = 75%

Don't know = 10%

Disagree/strongly disagree = 14%

What the school currently does:

The school sends home 'flight plans' to parents/carers that detail the progress of their child after every assessment point – 3 times per year. The school also sends home a written report annually and provides an opportunity for 1:1 conversations with staff at parents' evenings, also held once a year. For Year 11 and Year 13, a second parents' evening is added to the calendar due to these students being in crucial exam years. Staff make phone calls to parents/carers to make them aware of any issues in lessons but also to share achievements and success. Below are the percentages of students who have made progress since September:

	Percentage of students for whom			Total Percentage of students who have made progress
	Some Progress has been made	Expected Progress has been made	Better than expected Progress has been made	
Year 8 (150)	26%	11%	49%	86%
Year 9 (134)	16%	6%	64%	86%
Year 10 (120)	11%	5%	72%	88%

Due to a lack of data from Key Stage 2 SATs and to get a true picture of the progress made by our Year 7 students, there will be further analysis of the data before the end of the academic year.

What the school will do to ensure more parents/carers feel that their child does well at this school:

We will be contacting parents/carers who disagreed with this statement to find out how why they feel their child is not doing well. If you have any suggestions in relation to this question, please do not hesitate to contact me via ksearle@asadunstable.org

Question 3: The school lets me know how my child is doing
Strongly agree/agree = 65%
Don't know = 6%
Disagree/strongly disagree = 28%
What the school currently does:

As detailed in the response to Question 2, above, the school sends home 'flight plans' to parents/carers that show the progress of their child after every assessment point – 3 times per year. The school also sends home written reports annually and provides an opportunity for 1:1 conversations with teaching staff at parents' evenings, also held once a year. For Year 7 there is also a calendared 'Meet the Tutor Evening' – the main purpose of this evening is to see how well the new Year 7 students are settling in to their new school. For Year 11 and Year 13, a second parents' evening is added to the calendar due to these students being in crucial exam years. Staff make phone calls to parents/carers to make them aware of any issues in lessons but also to share achievements and success.

What the school will do to ensure more parents/carers are informed about how their child is doing:

The school will add a 'Meet the Tutor' evening for all year groups, including Sixth Form.

The Academy will look at strategies to encourage positive engagement with parents/carers.

Question 4: There is a good range of subjects available to my child at this school
Strongly agree/agree = 77%
Don't know = 8%
Disagree/strongly disagree = 15%
What the school currently does:

As mentioned in response to the first question, every month the Quality of Education team write an article for the school newsletter. This article details what students in Years 7 to 11 will be studying in the month to come. It provides details about many of the subjects due to be studied. In this way it provides parents/carers an overview of the broad and balanced curriculum on offer, for all students at this school. This newsletter is emailed to all parents/carers and paper copies are available in reception. Please find below further details about the range of subjects studied in all year groups and the GCSE options and Sixth Form subjects available.

	Languages		STEM			Soc Sci			The Arts								
	English	MFL	Maths	CS	Science	History	Geography	RS	PE	Art	Music	DT Drama*	Food Textiles*	OPT A	OPT B	C/E	Total Number of Lessons
Year 7	4	2	3	1	2	2	2	2	2	1	1	1	1			1	25
Year 8	4	2	3	1	2	2	2	2	2	1	1	1	1			1	25
Year 9	4	2	4	1	3	2	2	1	1	1	1	1	1			1	25
Year 10	4	2	4		6	2		1	1					2	2	1	25
Year 11	4	2	4		6	2		1	1					2	2	1	25

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GCSE Options Subjects	
Art	Hair and Beauty
Business Studies	Health and Social Care
Computer Science	Media
DT	Music
Food	Psychology
Graphics	Sport Btec

Sixth Form Options Subjects	
Art	Health and Social Care
Biology	History
Business Studies	ICT
Chemistry	Maths
Computer Science	Media
Graphics	Psychology
English	Sociology
	Sport Btec

What the school will do to ensure more parents/carers are aware of the range of subjects available to their child at this school:

The school will ensure it provides detail for every subject due to be studied, in all year groups. The format of the newsletter article will also be adjusted as some parents/carers may prefer to have a brief summary of all subjects which will be provided in table format alongside the more descriptive section.

Overall this is a positive set of comments. It is evident we need to provide some extra signposting so that parents/carers know where to find information on the Quality of Education their children are receiving. Only this week I walked the Academy with our Year 12 students who were delighted to see the focus and concentration shown by students in all year groups. Many thanks for your ongoing support and I hope by working closely together we can achieve results that are closer to 100% positive in our next survey.

Kate Searle

Deputy Principal—Quality of Education

June Virtue: Compassion

Skill: Speaking

Year 7

In English, students will continue to study Midsummer Nights Dream. They will explore the extent to which they feel **compassion** for the characters. In French, students will explore activities in their local area. They will develop their **speaking** by bringing together longer sentences by voicing one's opinions while describing the local area. In Spanish, students will develop their **speaking** skills to describe different Spanish-speaking world festivals.

In maths, students will study sequences and graphs.

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Year 8

In English, students will be studying Romeo and Juliet. Students will explore how the characters display **compassion** to each other. In French, students will be developing their **speaking** skills while studying transport and new technology in different countries. In Spanish, students will also develop their **speaking skills** while discussing their opinions about a Spanish adventure film.

In maths, students will learn how to draw straight line graphs. They will **speak** to others about the

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Students will develop **compassion** while supporting each other while drawing graphs not based on data. In science, students will study reactions of metals and non-metals. They will be **compassionate** while working in small groups to explore reactions. In computer science, students will begin a unit focused on the



codebreakers at Bletchley Park, learning of the need for encryption. They will explore the **compassion** needed by the team at Bletchley Park to end the Second World War. In geography, students are continuing their unit on biomes and ecosystems. Students will develop **compassion** for all species in terms of protecting our biosphere. In history, students will continue their studies of the English Civil War. They will learn to **speak** out for others and establish clear arguments while doing



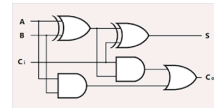
so. In philosophy and ethics, students will be studying the Buddha's experiences and teaching and how they have meaning for people today. They will **speak** of areas in which they agree with the Buddha's teaching and where this is different to their world view.

In art, students will continue their unit on 3D sculpture and painting. They will demonstrate **compassion** while providing constructive feedback to peers. In drama, students will develop their skills in mime and storytelling. They will explore alternatives to **speech** to convey a message to the audience. In DT, students will develop prototypes, showing **compassion** as they provide feedback. In food, students will make fish

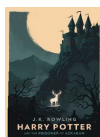


goujons. They will develop the **speaking** skills needed to describe a food product during tasting. In PE, students will play cricket and tennis, while having opportunities to participate in athletic games. In textiles, students will develop their stitching skills, developing **speaking** skills while explaining and supporting design choices.

outcomes of their mx+c investigations. In science, students will study the periodic table. Students will explore the **compassion**



needed to communicate new theories and ideas within the scientific community. In computer science, students will study logic gates. Students will **speak** through the inputs and outputs of given systems. In geography, students will continue their studies about water. They will develop their **speaking** skills while giving presentations on the solutions to problems caused by water. In history, students will continue exploring Silk Roads. They will explore how people showed **compassion** for each other on the Silk Roads. In philosophy and ethics, students will explore whether prophets still influence us today, developing their **speaking**



skills by creating and justifying an argument. In art, students will be creating an illustrated book cover. Students will demonstrate **compassion** while providing

feedback to their peers. In drama, students will develop their **speaking** skills as they explain and justify their chosen performance style after watching live theatre. In DT, students will develop their **speaking** skills while presenting their ideas. In food, students will make chicken fajitas. They will develop the **speaking** skills needed



to describe a food product during tasting. In music, students will explore **compassion** while considering the audience while performing. In PE, students will participate in athletics, and also have the opportunity to play cricket and tennis. In textiles, students will be adding embellishment to their work. They will develop their **speaking** skills while learning how to speak about their own work and the work of others.

Year 9



In English, students will continue studying Shakespeare's Villains. They will show **good speech** by studying a range of Shakespeare Villains to show an understanding of the genre and then present their findings to the class. They will need **compassion** as they listen to their peers. Students will begin their cultural film project in French. They will become experts in **good speech** as they seek to understand certain advertisement techniques and those which appeal to some more than others. In Spanish, students continue to study the unit 'An Adventure in Madrid'. Students will demonstrate **compassion** as they seek to learn about tourist opportunities in Madrid. In maths, students are studying graphs, linear equations and quadratic equations. Students will show **compassion** in supporting each other on their more challenging graphs in teams. Students will also demonstrate good **speech** when they help each other.

In science, students are busy revising the topics studied at Key Stage 3 for their end of unit tests. Students will show **compassion** when revising independently for end of KS3 exams but also demonstrate good **speech** when supporting each other when struggling. In computer science students are learning about abstraction. Students demonstrate **compassion** by ensuring computer systems contain no unnecessary information, so are user-friendly. They will also show good **speaking** as they will be able to articulate the decisions made while developing logic gates.

In geography, students will understand how human and physical processes interact to influence, and change landscapes, environments and the climate. They will then learn how human activity relies on effective functioning of natural systems. Students will show **compassion** for those who are the victims of the climate crisis and the atmospheric and hydrological hazards they cause. In history, students are learning the challenges for Britain, Europe and the wider world from 1901 to the present day by doing an enquiry into Bletchley Park. The driving question will show excellent opportunities for **compassion** as they will discuss how we demonstrate compassion for one another in times of conflict. In philosophy and ethics they will learn about what our words say about us. This will help support developing **good speech**, along with British values as all learners have freedom of speech to discuss and share their thoughts and beliefs, whilst also respecting others to have this same right.



formal elements (line, tone, shape) through observational drawing referencing the work of Leonardo Da Vinci to explore proportion and the human form. In drama they are devising their theatrical programme, and in technology using good **speech** to think about the words that you use when analysing and evaluating the work of others.

In food, a number of practical tasks will help with peer-feedback and evaluation in a caring and constructive way, demonstrating both **compassion** and good **speech**. In music, students are song writing; they will explore popular songs and musical arrangements. **Compassion** is needed in all performances as they need to

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consider how they articulate music to demonstrate and communicate feeling. In PE students are learning about how to vary tactics; they will show good **speech** by using communication as a tool within each sport to provide effective and efficient information to help peers. In textiles students will be showing **compassion** when they have to consider tie dye techniques and how to help other species that share our planet by being sustainable.



Year 10

In English students are learning and analysing a poetry anthology of War and Peace. In modern foreign languages they will be **speaking** well when working on how they will articulate and speak their answers out loud. Can they find the links between writing their answer down and speaking it aloud? They will continue working on how to express themselves to answer questions. In French, students will put themselves in the



shoes of others and show great **compassion** through a set of projects about everything learnt during the year and in Spanish students will show **compassion** when talking about each others' towns, cities, neighbourhoods and problems within. Students will also be learning about **compassion** in maths as they look at the graphs of donation amounts for charities before, during and after lockdown.

In biology, students will use their **speaking** skills, with the correct terminology, to describe the process of aerobic respiration. In physics they will be demonstrating **speaking** skills by applying knowledge of distance time graphs, velocity time graphs and momentum as they describe them to their peers. Similarly, in chemistry, students will be able to discuss the work that they are carrying out on rates and equilibrium and show good **speaking** here too. In computer science, they will demonstrate **compassion** as differences between free and paid for software are explored.

In art, showing **compassion** will be needed to help those around them who need support on their projects, and likewise in dance, we will expect students to show **compassion** for those who find it difficult to complete certain movements by offering support. In food, they are learning to show **compassion** for those who cannot eat certain foods due to allergies and intolerances.



Graphics students will learn how effective **speaking** can be in terms of propaganda posters and what makes them so successful at communicating. In hair and beauty students will need to modify the language that they use when speaking about their work and the work of their peers – an important example of **speaking** well. In religious studies an understanding of **compassion** has been crucial as students have been learning the key practices and traditions of Islam and Christianity and comparing them to their own views. In geography, discussion will require students to consider opposing viewpoints about



environmental protection, this is another great example of good **speaking**. Finally, in history, students will evaluate the **compassion** in Norman society, or lack thereof, as they scrutinise the relationship between the Normans and the Anglo Saxons and think carefully about how we demonstrate compassion for one another in times of conflict.

Dear Parents/Carers

There were three questions on the survey which are linked to our agenda for supporting your child's personal development.

Question 1: My child has SEND and the school gives them the support they need to succeed

Strongly agree/agree = 61 %
Don't know = 23%
Disagree/strongly disagree = 16%

What the school currently does:

All students with an identified need are allocated a student support worker who parents/carers can liaise directly with if you have concerns about the support being provided for your child. All students with an identified need have a support plan which parents/carers should be consulted on at least once each academic year.

We ensure that we adhere to the SEND Code of Practice to make sure that every child with a special educational need is not disadvantaged by the need and can access the curriculum fully. Children's personalised learning plans include specific strategies to be used by teachers as well as interventions that may benefit your child. We work with parents and the local authority to co-produce Education, Health and Care Plans that fully meet the needs of the child.

In addition to individual learning plans for children, more broadly we support teachers in developing the quality of first wave teaching so that all tasks are planned and designed with appropriate scaffolding to ensure that it is accessible to all students including those with special educational needs. We try to limit cognitive overload with the use of learning mats on desks so that students with SEND do not have to process too much information. Faculty curriculum intent statements and plans give further detail of what this looks like in different subjects and can be found here <https://www.allsaintsacademydunstable.org/curriculum/curriculum-areas/languages/english/> on our Academy website.

What the school will do to improve awareness:

We will be contacting parents/carers that disagreed with this statement to discuss what further support you feel your child needs. In addition, I will be talking with student support workers about the level of contact they have with parents/carers of the children that they are specifically allocated. I will also be reviewing progress data for all children with special educational needs with a particular focus on the children for whom you have said you do not feel are supported to see whether progress can be increased through alternative strategies.

If you have any suggestions in relation to this question, please do not hesitate to contact me via bbaines@asadunstable.org

Question 2: My child can take part in clubs and activities at this school

Strongly agree/agree = 72 %

Don't know = 14%

Disagree/strongly disagree = 14%

What the school currently does:

It was pleasing to see that 72% of parents answered this question positively. In relation to the 14% of parents that don't know, I will look to address this below in terms of how we keep all parents and carers informed of all the clubs and activities available to your children.

You may or may not be aware that we call our clubs and after school activities 'electives'. There are currently 36 different electives that are offered to all year groups over the course of the academic year which include a diverse range of activities and opportunities ranging from computer game design to gardening in the allotment and Reflection Centre.

In addition to the 36 electives, we also offer lunchtime activities for all students, 5 days a week, which all students must select. Again, these are wide-ranging and include ultimate frisbee, basketball, football and allotmenteeing.

Beyond the electives and lunchtime provisions, we also offer a range of activities during the scheduled enrichment days which take place over the course of the year. So far this year, your child will have taken part in a Christmas day where they were given the opportunity to go ice-skating and make bath bombs; Burn's day where they sampled traditional Scottish foods and learned the Ceilidh. Valentine's day where they tried roller skating and enjoyed the chocolate fountain; and Easter where they took part in inflatable fun.

What the school will do to ensure more parents/carers are aware of, and are happy with, the clubs and activities offered to your children:

We will contact the parents/carers who disagreed with this to get your feedback on how we could improve our provision. We will also be asking students what further clubs and activities they would like to see included in our provision to see if we can accommodate any requests next year.

We will improve the information shared with parents/carers in relation to the clubs and activities each term so that you are always aware of the opportunities available for your child.

Question 3: The school supports my child's wider personal development

Strongly agree/agree = 52 %

Don't know = 23%

Disagree/strongly disagree = 24%

What the school currently does:

It was disappointing to see that only 52% of parents and carers believe that we support your child's personal development and this is something I am very keen to address as swiftly as possible.

The term 'personal development' in schools is broad and covers all of the following: Character Education, physical and mental health, learning about fundamental British values, collective worship, careers education advice and guidance, extra-curricular opportunities, relationships and sex education as well as looking after your child's spiritual, cultural, social and moral development. All of these elements are carefully considered and planned into both the taught curriculum and wider curriculum to support the personal development of your child. We go above and beyond to provide a rich range of opportunities and experiences to support the personal development of all children at school.

In terms of character development, the comprehensive Character Education, Skills Builder and assembly programme provide students with rich experiences and opportunities to both reflect on and develop their character. The virtues and skills, which underpin this programme, are fully embedded into the taught curriculum and day-to-day school life with all behaviours and achievements linked to the virtues. Students are encouraged daily to find the golden mean for each virtue in terms of demonstrating it between the extremes of excess and deficiency. Where students have demonstrated this golden mean for a particular virtue, they are awarded a virtue badge in recognition and will be happy to explain to any visitor how it was earned.

We also offer the Duke of Edinburgh programme which provides a nationally recognised award which has personal development at its heart; 27 students are currently undertaking this award. In addition, we have encouraged 78 students to undertake the 'Rising Futures' programme at a considerable cost which further demonstrates the value we place on children's personal development.

In terms of supporting mental health, we have a highly proactive tiered provision which identifies early risks as well as supporting those with identified mental health needs. We also support students with making positive decisions about their own mental health by encouraging them to undertake the 'Master Your Mind Award' of which 108 students are currently doing voluntarily which is a fantastic demonstration of their commitment to their own personal development.

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What the school will do to ensure more parents/carers are aware of what we do in terms of children's personal development:

First and foremost, we need to communicate more clearly what aspects of school life come under the term personal development as it is an umbrella term which covers a lot of different elements of the education and care we provide. We need to communicate much more clearly how we address each of the areas above and I would encourage any parent/carer to look at the Personal Development Policy which talks about all of these areas in more detail.

After sharing a focused newsletter which will give a comprehensive overview of what personal development means in schools, we will then be contacting the parents/carers who disagreed with this question to get your feedback on why you feel this is the case and look at what we can do to address this.

Overall this is a positive set of comments. It has provided a lot of useful feedback and identified where efforts need to be redoubled to work with you to continually improve the personal development that your child receives. I would like to thank you for your continued support and look forward to speaking with some of you directly about how we can improve the aspects identified above.

Ben Baines

Deputy Principal – Personal Development

Rising Futures – World of Work

The Rising Futures programme this month has seen the students attend their World of Work day. Our Year 8 students visited KPMG offices in Canary Wharf and Year 9 students the Pearson Headquarters in the Strand. The students had an action packed day where they developed their own understanding of how the companies operate and completed practical activities throughout. For our Year 8 cohort the students were introduced to their team storyboard challenge. Each group were asked to design a storyboard for a new tech product and how it would help support reducing climate change or increasing mental health awareness at school. The students worked amazingly well to communicate their ideas with one another and led in the areas they felt strongest e.g. coming up with ideas, drawing the storyboard, creating written captions etc. At the end of their 20 minutes, each group had to stand at the front of the room and present their storyboard. Though some felt nervous, they all pushed themselves to stand up and support their team and all contributed something to the presentation. The programme will continue to run throughout the remainder of the academic year culminating in a residential weekend for all students in July. Well done to all students involved!

Ian McCarthy

Assistant Principal – Personal Development – SEND & PP

Dear Parents/Carers

When looking at the results of the parent survey that related to Behaviour and Attitudes, it was pleasing to see some impressive scores. However, there are areas that we need to work on to ensure we continue moving in the right direction.

Question 1: My child feels safe at this school

Strongly agree/agree = 81%

Don't know = 6%

Strongly disagree/disagree = 13%

Survey Positives

It was particularly pleasing to find out that 81% of parents/carers thought their child felt safe at school and this shows that the work that we have done over the years to make sure children are safe at the Academy is valued by parents/carers and students.

What the school will do to improve this figure

To move forward and improve this figure we will be contacting parents/carers who disagreed to find out what more they feel could be put in place to take this figure closer to 100%.

Question 2: The school makes sure its pupils are well behaved

Strongly disagree/disagree = 39%

Survey Positives

Although 61% of parents/carers answered this positively there were still 39% of parents/carers that disagreed that the school makes sure that pupils behave well. This is obviously disappointing as, whilst all schools face some challenging behaviour, the overwhelming majority of students have impeccable behaviour all of the time. There are numerous ways to try to ensure that behaviour is good, from incentives for good behaviour to sanctions for poor behaviour. Through the tracking of behaviour points, there are 20 students in the school that receive regular behaviour points for disruptions to lessons which averages at 4 per year group. This means that 97.2% of students display good behaviour in lessons and around the school. We monitor attitude to learning scores every lesson with students achieving a score of 1 if their behaviour is impeccable through to 4 if their behaviour is not at the required standard. Currently the average attitude to learning score is 1.9 across the whole school showing that students demonstrate good to outstanding behaviour in lessons.

What the school will do to improve this figure

We will be contacting those parents/carers who disagreed with this statement and offering them the opportunity to visit the school to see for themselves first-hand the standard of behaviour in the school. Any parent/carer is welcome to join these half-hour tours which will take place at 9.15am on Tuesday and Wednesday mornings. If no-one contacts you this week and you would like to join a tour please contact reception on 01582 619700.

Question 3: My child has been bullied and the school dealt with the bullying quickly and effectively

Strongly agree/agree = 47%

Don't know = 18%

Strongly disagree/disagree = 35%

Survey Positives

From the survey results, 60% of parents/carers said that their child had not experienced bullying at the school. However, if bullying does occur we need to ensure that swift and effective action takes place. To combat bullying there have been assemblies on different types of peer-on-peer abuse and who to report it to if it should occur. As with current Keeping Children Safe in Education guidance, at the Academy, our students know we assume it is happening even if not reported and it will not be tolerated.

What the school will do to improve this figure

We have an anti-bullying e-mail address (nobullying@asadunstable.org) that students and parents/carers can e-mail if they do not feel comfortable talking to a teacher. This e-mail address is monitored by senior staff in the school and will mean that the issue is dealt with quickly. To date no students have used this email suggesting that they feel their issues get resolved quickly by discussing with a member of staff.

Question 4: When I raised concerns with the school they have been dealt with properly

Strongly disagree/disagree = 23%

Survey Positives

When asked if concerns had been dealt with quickly, only 23% of parents disagreed, showing that the majority either agreed or had not raised concerns and therefore did not know. This is pleasing as we aim to ensure that all issues are responded to within 24 hours, and then all issues are investigated and dealt with swiftly.

What the school will do to improve this figure

If you have a matter that you feel has not been dealt with, please contact me, Mr Simon Miller directly at smiller2@asadunstable.org and I will ensure that the matter is dealt with in a timely fashion.

Question 5: The school has high expectations for my child

Strongly agree/agree = 73%

Don't know = 11%

Strongly disagree/disagree = 16%

Survey Positives

We are particularly pleased with the result to this question about high expectations for your child. This has had a particular focus this year and it is very pleasing to see that 73% of parents/carers agree that we have high expectations for their child with only 16% saying that we did not. We will continue to push on this with our weekly standards assemblies to ensure high standards are met. During standards assemblies we ensure that students are in full and correct uniform and that there are reminders on behaviour expectations. Every lesson there are senior and middle leader supporting with behaviour in the school to ensure that students are not allowed to disrupt the learning of others. Miss Herd is taking ownership of uniform to ensure that every child is in the correct uniform for school and will be running a uniform support service and a swap shop to

(Continued on page 14)

(Continued from page 13)

help those that are struggling with uniform. If you want to make use of this provision please contact Miss Herd at APullen@asadunstable.org.

What the school will do to improve this figure

We will be making contact with all parents/carers who disagreed to find out what more we can do to ensure 100% of parents/carers feel we have high expectations.

Overall, I was very pleased with the answers to these survey questions. In the week before half-term I walked the Academy with our Year 12 students who were delighted to see that behaviour had markedly improved in lessons over their time in the Academy. Many thanks for your ongoing support and I hope by working closely together we can achieve results that are closer to 100% positive in our next survey.

Simon Miller

Deputy Principal—Behaviour and Attitudes

All Saints Academy
Uniform List 2021

Boys Black Blazer Fully Lined
Embroidered School Badge.
28" - 36" £30.00 each
38" - 52" £35.00 each

Girls Black Blazer Fully Lined
Embroidered School Badge.
28" - 36" £30.00 each
38" - 52" £35.00 each

White Long Or Short Sleeve
Top Button Shirts Or Blouses.
Non Iron Twin Packs
Starting From £14.00 a pack
Black V-Neck Jumper From £18.00

House Tie
Only Available
In School.

All Saints Academy Boys Trousers Must Be Black.
All Saints Academy Girls Trousers & Skirts Must Be Black & Have Embroidered Logo.
Skirt Length Must Be To The Knee.

Boys Standard & Slim Fit
Black Trousers.
All Trousers, Have
Waist Adjusters & Belt
Starting At
£18.00 pair

Girls Standard & Slim Fit
Logo'd
Black Trousers
(Waist Adjustable)
22 - 28" £15.50 pair
30 - 38" £17.00 pair

Girls Straight Black
Logo'd Skirt
(Waist Adjustable)
22 - 28" £14.00 each
30 - 42" £15.00 each

Available Lengths
20, 22 & 24"
BUT MUST BE TO THE KNEE

PE Kit

Unisex Sports PE Polo Shirt
Embroidered Logo.
26/28 - 34/36" £14.00 each
34/40 - 42/44" £16.00 each

Unisex Reversible PE
Games Shirt.
26/28 - 34/36" £19.00 each
38/40 - 46/48" £23.00 each

Black Sports Socks
Starting At £5.00 pair

Unisex PE Shorts
All Sizes £10.50 pair

Prestige
Design & Workwear Ltd
Unit 12 Barton Industrial Estate,
Faldo Road, Barton Le Clay,
Bedfordshire, MK45 4RP
OPENING HOURS:
MONDAY - FRIDAY: 9.00am - 5.00pm
SATURDAY: 9.00am - 12.00pm
SUNDAY: CLOSED
CAR PARKING AVAILABLE
T: 01582 883222
E: sales@prestigedesignwww.co.uk
Website & Online Orders:
www.prestigedesignwww.co.uk

You can access information about your child's attendance, House points, behaviour points and more in the Edulink app.
If you do not have your login, please contact the Academy.

SATURDAY 9TH JULY HOUGHTON REGIS

Carnival Procession

CARNIVAL PROCESSION THROUGH THE TOWN!

COME AND BE PART OF THIS AMAZING EVENT!
WE ARE LOOKING FOR GROUPS / INDIVIDUALS FOR OUR CARNIVAL PROCESSION!

PRIZES AVAILABLE:

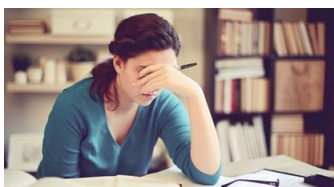
- Most original entry (£100 prize)
- Push and pull (£100 prize)
- Best dressed team (£100 prize)
- Best dressed walker (Individual) (£50 prize)
- Commercial (trophy)

If you are interested please contact:
Sarah.gelsthorp@houghtonregis.org.uk
Or call 01582 708523

Chaplain's Message

This week's focus verse: "Trust in the Lord with all your heart and lean not on your own understanding, in all your ways submit to Him and He will make your paths straight." – Proverbs 3 v 5-6

I don't know about you, but I often wonder how on earth am I going to manage this, or that, I don't know what decision to choose, or what direction to take. I then sometimes find that I get myself overly stressed and can't work out the best result, I may try and figure things out given the information I have to hand - but then get anxious as to whether I've made a good choice or not. Either way, making decisions can be a stressful thing. And not just decision making, it's about managing our time, thinking about the consequences of something - like exams and if we don't do as well as hoped, or have not done enough revision or paid sufficient attention in class over the previous years to learn what we need.



I recall a particular time when I was in school and approaching my GCSEs. I was encouraged to write a bible verse on my ruler so that I could always refer to it either during lessons or revision time when it was out on my desk. I've used it as our focus verse; "Trust in the Lord with all your heart and lean not on your understanding, in all your ways submit to Him and He will make your paths

straight." It suggests to me that I really don't need to take on all the worry and concern of choices and decisions. We should certainly make informed choices, think things through and research them, but then pray about them too and ask God to give you a peace about a decision. When we ask for God to help us, trust that He has done exactly that, then leave the consequences to Him so that we don't have to worry about them. Next time you feel anxious or worried about an impending decision why not bring this verse to mind, ask God to help guide you in your decision making, to help take away the worry from it? Sometimes we have to make choices when the outcomes are serious. Sometimes we can often have a good idea what the right option to take actually is. Other times the outcome is less obvious, and it's at these less obvious times that, having asked God for wisdom and guidance, we can have the assurance that He has led us through the decision making process. And we may feel like we are doing all the decision making and God hasn't helped us at all! But if we have prayed about it and placed it into God's care then we can be assured that He will be working to help make the right choice - and sometimes there can be more than one correct outcome and God genuinely gives us a choice. Maybe you're going through a situation that needs a choice to be made about something? You might find the following prayer helpful.



Prayer:

Dear God,

As we continue to celebrate Jesus' resurrection and the empty tomb, we thank You that it reminds us that You not only walk with us in our struggles, but also help us to overcome them too. Please help me to remember that when I face troubles, that You are with me and can help me through. Thank You that You want to be our friend. Amen.

Revd. Tim Davis: School Chaplain

Academic Calendar - 2021/2022

School Holiday



Bank Holiday



Pupil Day



Training Day



September 2021						
Mon	6	13	20	27		
Tue	7	14	21	28		
Wed	1	8	15	22	29	
Thu	2	9	16	23	30	
Fri	3	10	17	24		
Sat	4	11	18	25		
Sun	5	12	19	26		

October 2021						
Mon	4	11	18	25		
Tue	5	12	19	26		
Wed	6	13	20	27		
Thu	7	14	21	28		
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24	31	

November 2021						
Mon	1	8	15	22	29	
Tue	2	9	16	23	30	
Wed	3	10	17	24		
Thu	4	11	18	25		
Fri	5	12	19	26		
Sat	6	13	20	27		
Sun	7	14	21	28		

December 2021						
Mon	6	13	20	27		
Tue	7	14	21	28		
Wed	1	8	15	22	29	
Thu	2	9	16	23	30	
Fri	3	10	17	24	31	
Sat	4	11	18	25		
Sun	5	12	19	26		

January 2022						
Mon	3	10	17	24	31	
Tue	4	11	18	25		
Wed	5	12	19	26		
Thu	6	13	20	27		
Fri	7	14	21	28		
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

February 2022						
Mon	7	14	21	28		
Tue	1	8	15	22		
Wed	2	9	16	23		
Thu	3	10	17	24		
Fri	4	11	18	25		
Sat	5	12	19	26		
Sun	6	13	20	27		

March 2022						
Mon	7	14	21	28		
Tue	1	8	15	22	29	
Wed	2	9	16	23	30	
Thu	3	10	17	24	31	
Fri	4	11	18	25		
Sat	5	12	19	26		
Sun	6	13	20	27		

April 2022						
Mon	4	11	18	25		
Tue	5	12	19	26		
Wed	6	13	20	27		
Thu	7	14	21	28		
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24		

May 2022						
Mon	2	9	16	23	30	
Tue	3	10	17	24	31	
Wed	4	11	18	25		
Thu	5	12	19	26		
Fri	6	13	20	27		
Sat	7	14	21	28		
Sun	1	8	15	22	29	

June 2022						
Mon	6	13	20	27		
Tue	7	14	21	28		
Wed	1	8	15	22	29	
Thu	2	9	16	23	30	
Fri	3	10	17	24		
Sat	4	11	18	25		
Sun	5	12	19	26		

July 2022						
Mon	4	11	18	25		
Tue	5	12	19	26		
Wed	6	13	20	27		
Thu	7	14	21	28		
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24	31	

August 2022						
Mon	1	8	15	22	29	
Tue	2	9	16	23	30	
Wed	3	10	17	24	31	
Thu	4	11	18	25		
Fri	5	12	19	26		
Sat	6	13	20	27		
Sun	7	14	21	28		

Academic Calendar - 2022/2023

School Holiday



Bank Holiday



Pupil Day



Training Day



September 2022						
Mon	5	12	19	26		
Tue	6	13	20	27		
Wed	7	14	21	28		
Thu	1	8	15	22	29	
Fri	2	9	16	23	30	
Sat	3	10	17	24		
Sun	4	11	18	25		

October 2022						
Mon	3	10	17	24	31	
Tue	4	11	18	25		
Wed	5	12	19	26		
Thu	6	13	20	27		
Fri	7	14	21	28		
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

November 2022						
Mon	7	14	21	28		
Tue	1	8	15	22	29	
Wed	2	9	16	23	30	
Thu	3	10	17	24		
Fri	4	11	18	25		
Sat	5	12	19	26		
Sun	6	13	20	27		

December 2022						
Mon	5	12	19	26		
Tue	6	13	20	27		
Wed	7	14	21	28		
Thu	1	8	15	22	29	
Fri	2	9	16	23	30	
Sat	3	10	17	24	31	
Sun	4	11	18	25		

January 2023						
Mon	2	9	16	23	30	
Tue	3	10	17	24	31	
Wed	4	11	18	25		
Thu	5	12	19	26		
Fri	6	13	20	27		
Sat	7	14	21	28		
Sun	1	8	15	22	29	

February 2023						
Mon	6	13	20	27		
Tue	7	14	21	28		
Wed	1	8	15	22		
Thu	2	9	16	23		
Fri	3	10	17	24		
Sat	4	11	18	25		
Sun	5	12	19	26		

March 2023						
Mon	6	13	20	27		
Tue	7	14	21	28		
Wed	1	8	15	22	29	
Thu	2	9	16	23	30	
Fri	3	10	17	24	31	
Sat	4	11	18	25		
Sun	5	12	19	26		

April 2023						
Mon	3	10	17	24		
Tue	4	11	18	25		
Wed	5	12	19	26		
Thu	6	13	20	27		
Fri	7	14	21	28		
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

May 2023						
Mon	1	8	15	22	29	
Tue	2	9	16	23	30	
Wed	3	10	17	24	31	
Thu	4	11	18	25		
Fri	5	12	19	26		
Sat	6	13	20	27		
Sun	7	14	21	28		

June 2023						
Mon	5	12	19	26		
Tue	6	13	20	27		
Wed	7	14	21	28		
Thu	1	8	15	22	29	
Fri	2	9	16	23	30	
Sat	3	10	17	24		
Sun	4	11	18	25		

July 2023						
Mon	3	10	17	24	31	
Tue	4	11	18	25		
Wed	5	12	19	26		
Thu	6	13	20	27		
Fri	7	14	21	28		
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

August 2023						
Mon	7	14	21	28		
Tue	1	8	15	22	29	
Wed	2	9	16	23	30	
Thu	3	10	17	24	31	
Fri	4	11	18	25		
Sat	5	12	19	26		
Sun	6	13	20	27		

Looking Ahead

Thursday 16th June
Year 9 Parents' Evening

Thursday 30th June
Year 8 Parents' Evening

Thursday 7th July
Year 7 Parents' Evening

Thursday 7th July
Year 11 Prom