



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

Astrea 2030 Strategy





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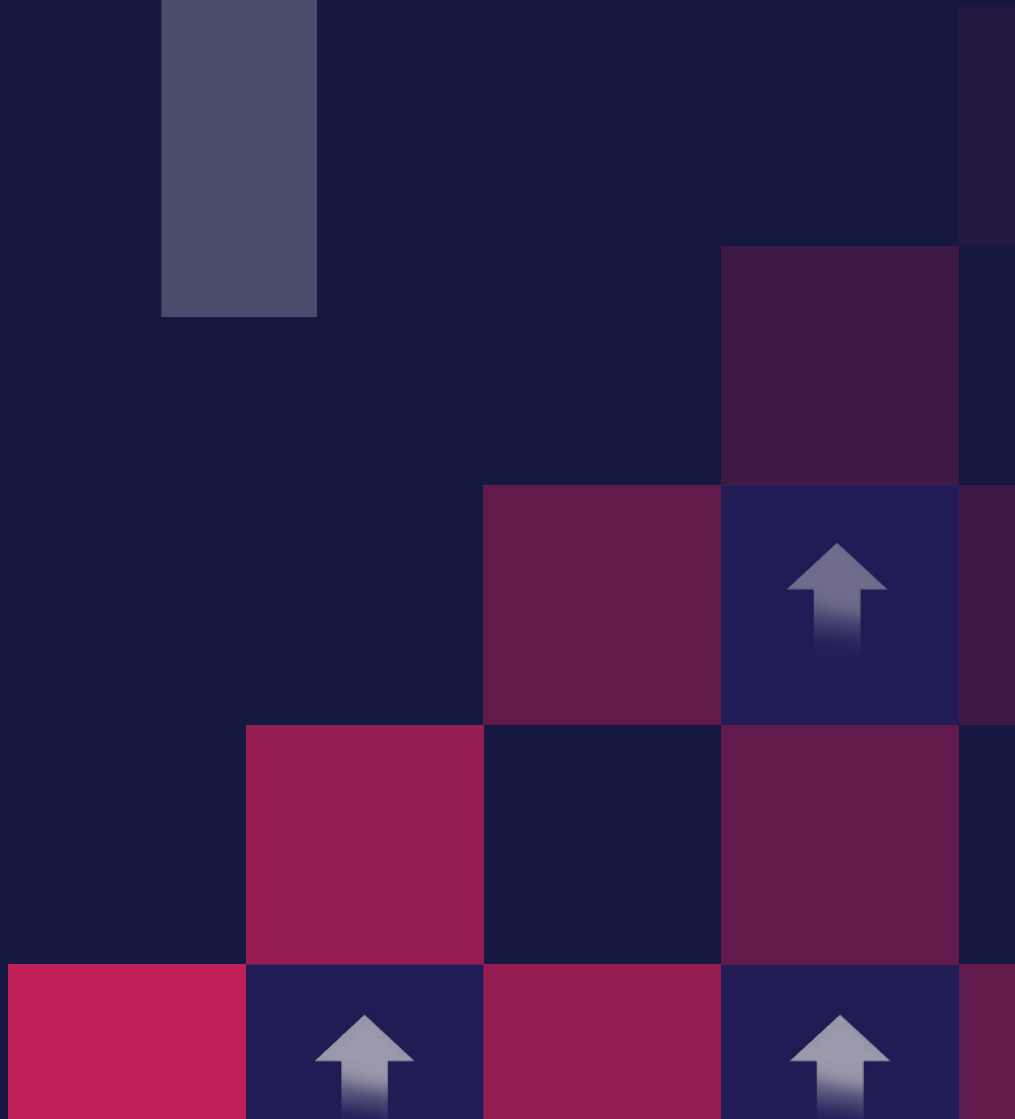
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WHO WE ARE



26
ACADEMIES



14,000
PUPILS

£115
MILLION
ANNUAL INCOME

2,000
MEMBERS
OF STAFF

4
LOCAL
AUTHORITIES

100%
RATED 'GOOD'

Reinvested
£4.2M

back into schools in 2023/24 to
improve facilities and infrastructure



Welcome

Since our founding in 2015 and the arrival of our first schools in May 2016, Astrea's journey has been one of two parts: an initial entrepreneurial, fast-growing phase between 2016 and 2020, then a period of post-pandemic consolidation, deepened alignment and greater definition of what it means to be Astrea.

The Astrea 2030 strategy marks the start of "Astrea 3.0", the realisation of our collective ambition as a trust and as a community united by scholarship. We can have confidence that our approaches to curriculum, pedagogy and culture are delivering results, so this strategy is about going further and faster.

To do this, we embrace the principles of excellence and community. Our success will require a step-change in the pace at which we realise academic improvements and so this strategy aims to remove barriers and to empower leaders to make that change.

We must achieve this with - and not just within - our communities and so our strategy sets out how we will thrive together.

Central to this is the need to disrupt disadvantage. Where children are held back by their circumstances, it is our mission to meet these challenges with them.

None of this can be achieved without the dedication and expertise of the brilliant people who share in our mission and values. This strategy is a promise to our students, and it is a promise to all of the professionals and volunteers who will enable this success.

We cannot wait to start this next stage of our journey with you.



Ben Brown
Chair of Trustees



Rowena Hackwood
CEO

Our Vision and Values

All Astrea children will learn, thrive and lead successful lives. Working together, Astrea schools will tackle head on the barriers that stand in the way of children's success. We will do this through a relentless commitment to a brilliant education, a focus on inclusion for all, and by delivering on our promise of broad opportunities and supporting and sustaining thriving communities.



SCHOLARSHIP:

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



CURIOSITY:

We ask searching questions, not taking things at face value, seeking out the best of what is known and engaging in appreciative enquiry.



TENACITY:

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

Our Purpose

Our purpose is to give all Astrea students an advantage throughout life, setting them up to be accomplished and competitive in all that they do. We have this ambition for all students, whilst recognising that the most disadvantaged amongst them will benefit most from our work.

What We Do



We prioritise knowledge, scholarship and outcomes. We champion schools as calm, purposeful and brilliant places of academic rigour, exemplary behaviour and broad opportunity.



We always go further for children who need more from us, whatever the reason. We build schools around the needs of the most vulnerable and disadvantaged, knowing that this will serve all children well.



We invest in the expertise of our professionals and our volunteers and bring them together to make the most of their collective potential.



We offer broad opportunities, investing in electives and the co-curricular offers of our schools.



We play our part in enabling our communities to thrive in a way that is distinctively local.



We act as true custodians, making the most of our financial resource, delivering operational excellence and achieving environmental and social sustainability.

**2025-
2030**
Strategic Priorities

How We Behave

In everything we do, we behave according to our core values, modelling scholarship, displaying curiosity and greeting every challenge with tenacity.

We invest ambition, time and care in our people so that they can realise their potential as professionals.

We treat students with warmth and communicate with clarity. We let them know that we have high expectations and we reward their effort and success.

We welcome challenge in the best interests of children.

We embrace our accountability to parents, carers and others who have a stake in the success of our mission.



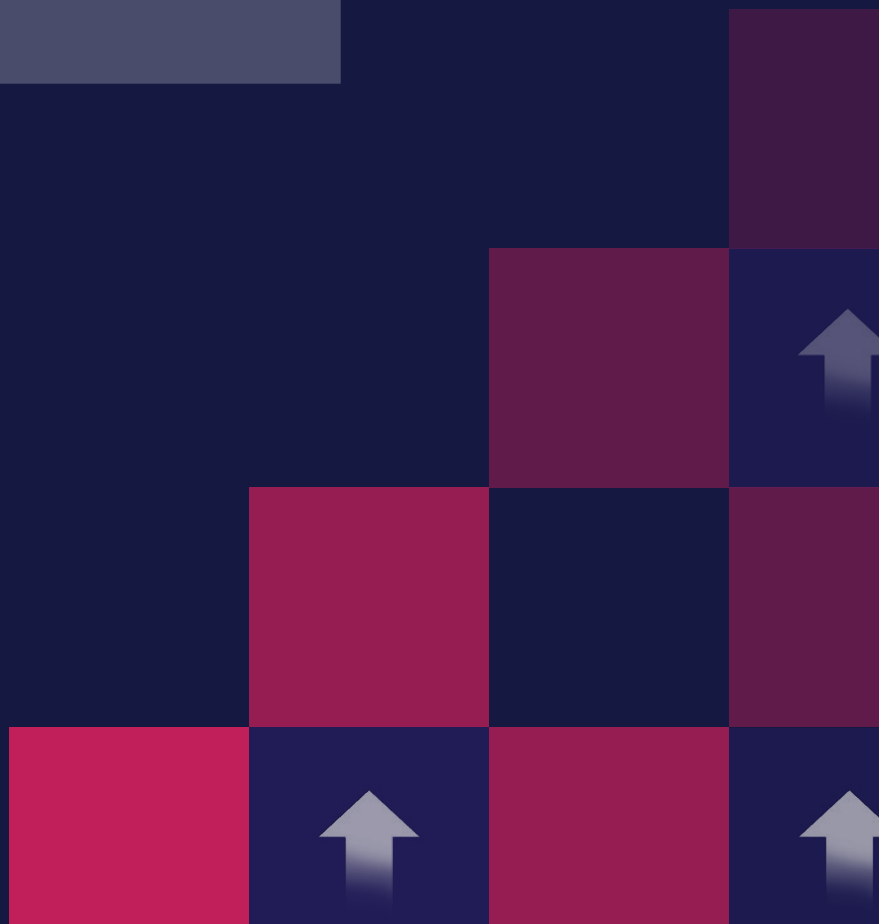
We have high
expectations and reward
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success





2

HOW WE SUCCEED



How We Succeed

We commit to the collective challenge that every Astrea school will perform in the top 5% of similar schools nationally.

Achieving this will mean that every child will have a powerful competitive advantage in their next steps and throughout life. Every member of staff, having worked hard to deliver this and having been part of system-leading communities of professional practice, will be able to take the utmost pride in their work. Every school will be a beacon in its community.





Knowledge, Scholarship and Outcomes

- ◆ Astrea children are entitled to powerful knowledge and our aim is for outcomes at each school to be in the highest-performing 5% of similar schools by 2030. Through this, every student will have university as a realistic choice amongst a range of aspirational destinations, disrupting any disadvantage they face and sustaining success.
- ◆ We will continue to focus on delivering an outstanding common core curriculum that is locally contextualised. Professional communities will continue to develop, celebrate, and teach the most powerful subject knowledge, ensuring that all students receive a brilliant education.
- ◆ We will foster deeper collaboration between all of our schools, including between primary and secondary schools. This will be evident in supporting transitions between schools and also in the sharing of academic and pastoral expertise between settings.
- ◆ We remain committed to every child having a head start, rather than having to catch up, and we aim to be a sector leader in the quality of early years provision. Our early years settings will support our work to build thriving communities, allowing us to reach families before their children start formal education.
- ◆ Investment in sixth form subjects will be sustained throughout the full five-year period, ensuring that students have access to a broad range of advanced courses.
- ◆ Regardless of any changes in national policy, the trust will continue to measure performance in phonics, times tables checks and “Ebacc+”, which will combine the current Ebacc measure of maths, English, science, languages and humanities together with religious education and the arts.
- ◆ We will focus relentlessly on closing the gaps between disadvantaged and other students, whatever the measure of performance.





Going Further for Children Who Need More

- ◆ All students deserve the offer of a brilliant education and this is especially important for those who are disadvantaged by their circumstances. We will focus relentlessly on disrupting this disadvantage.
- ◆ We believe that the needs of most students will be met through first-class pedagogy, dependable routines, high-quality curricula and the expertise of staff. We need to continue to achieve excellence in these so that SEND support can be targeted with ever more focus. Our understanding of SEND will be promoted through expert training and development.
- ◆ Building on a review taking place throughout 2025 and in light of regulatory changes, school leaders will develop a complementary, whole-trust SEND strategy as part of our commitment to designing schools around the needs of the most vulnerable.
- ◆ Building on a successful pilot in 2024/25, the trust will continue to invest in “Step Out” provisions to offer a targeted, therapeutic intervention to support improvements in student behaviour, aimed at avoiding suspensions and the risk of permanent exclusion.
- ◆ Working with local authorities and other partners, the trust’s primary schools will respond to the increasing SEND need by exploring the hosting or running of specialist settings, co-located with the mainstream school.
- ◆ Schools will continue to develop specialist expertise in working with partners to support families.

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relentlessly on
disrupting
disadvantage







Talent and Expertise

We want professionals at every level who are the best *anywhere*, but who choose *here*. We will continue to recruit for alignment with our mission and according to our values.

To build and to make the most of the expertise of our staff, the trust will deliver a rolling programme of professional learning for every role, facilitated by sector-leading expertise.

An Astrea Leadership Academy will provide leadership and management development for all current and aspiring leaders through internal programmes and external opportunities.

Training and development opportunities will specifically support this strategy, ensuring high-quality support for students with SEND, leveraging professional expertise for community engagement and communications and unleashing the potential of associate staff.

- The trust will remain competitive in its offer to staff and will develop policies that attract and retain the best professionals. This includes policies for behaviour and the curriculum which support the trust's workload pledges.





Broad Opportunities

- ◆ We will prepare every student for lifelong success by ensuring that their academic education comes alongside cultural enrichment and access to an expert, high-quality careers education.
- ◆ Around a core trust-wide promise, each school will develop its own range of co-curricular opportunities for students, with a particular focus on ensuring the participation of disadvantaged students.
- ◆ In primary schools, we will continue our work in music and sport, funding trust-wide expertise in these areas so that pupils have opportunities on the progression of “complete, compete, elite”.
- ◆ In consultation with parents and carers and in addition to its rich universal offer, each secondary school will adopt a main sport and a fine or performing art and will work towards becoming a centre of excellence in them.
- ◆ With support from partner organisations, by 2027 a programme of scholarships will be launched to support students who have demonstrated excellence in the arts, sport and civic responsibility.





Thriving Communities

- ◆ The trust's ambition for our students relies on realising the strengths of our communities and playing our part in generational social change. Principals will lead on engaging with their communities to create flourishing relationships.
- ◆ Performance objectives will reflect the need for leaders to promote parents' and carers' confidence and understanding in the work of the school and the trust.
- ◆ Leaders will agree a 'common core' parent and carer survey, which all schools will run at the same time twice a year, reporting the outcomes centrally and to their local governance committees.
- ◆ Parents and carers will benefit from regular and clear communication, underpinned by clearly-defined leadership and effective processes.
- ◆ Students will have multiple opportunities to engage in civic responsibility projects to the benefit of their local community.
- ◆ Each school or a partnership of nearby schools will have an active programme of engagement with local businesses and other partners, such as charities and public services, to broaden opportunities for children. This will include an ambition to increase fundraising in order to support these opportunities.
- ◆ Each school will articulate how it supports access and enrichment in the community, using its facilities and expertise to broaden opportunities beyond the student body.





Thriving as an Organisation

- ◆ The trust will adopt the principles of operational excellence as its method for continuous operational improvement, measuring its effectiveness against sector-leading benchmarks.
- ◆ Operational success relies fundamentally on the success of people so our professional development offer will be as ambitious in its offer to associate staff as it is for teachers.
- ◆ The trust will continue to fund schools fairly, efficiently, responsively to need and according to strategy rather than legacy.
- ◆ An ambitious digital strategy will support staff and students to make the most of what technology can offer whilst safeguarding against emerging risks.
- ◆ Through the ongoing renewal of our estate, we will invest in sustaining our schools as centres of academic excellence.
- ◆ The trust will invest in expertise to maximise returns on our assets and to broaden our sources of income, principally in student recruitment. This will also include statutory funding connected to local developments; investment returns and high-leverage fundraising.
- ◆ The trust will continue to collaborate with partners for the benefit of all local children. This will include offering support services to schools, working with other trusts and consortium procurement opportunities.
- ◆ The trust will welcome schools wishing to join Astrea. We will set out our approach in each local area and by type of school.
- ◆ Building on the trust's award-winning environment strategy, we will continue to make decisions that recognise our environmental challenges.

Operational success

relies fundamentally
on **the success**
of our people





Contact Us

Visit our website or follow us on social media to keep up to date with news and updates. Alternatively, if you have an enquiry or want to speak to a member of staff, please contact us to find out more.



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www.astreaacademytrust.org



Astrea Academy Trust



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