



# THE ELIZABETHAN ACADEMY

STRATEGIC PLAN

2025-2028

— *Our vision for the future* —





# THE ELIZABETHAN ACADEMY

Single Academy Trust

Non-selective

11 to 18

Retford

Nottinghamshire

DN22 7PY

Telephone 01777 713700

[www.elizabethan.notts.sch.uk](http://www.elizabethan.notts.sch.uk)





## **Our vision for the future of The Elizabethan Academy**

We want to be a school which provides the very best educational experience for every student that attends our academy both now, and in the future, so that eventually they will leave the school equipped with the skills and qualifications needed to flourish in their adult lives.

We are determined to ensure that each student discovers their unique talents and reaches their full academic potential. Quite simply, high achievement in school will provide every student with the greatest range of opportunities in the future.

In partnership with parents and the community, we will foster curiosity, creativity, and a love of learning in every student. Together, we will ensure that every student has the best possible experience, both inside and outside the classroom.

We are, and always will be, fully inclusive. Our commitment is to create a welcoming environment that celebrates diversity and ensures every individual feels valued and supported. We strive to provide equal access to opportunities, resources, and programs, fostering a sense of belonging and respect for all students, staff, and families in our school community.

We recognise that staff are our most important asset and will always endeavour to protect their wellbeing whilst supporting them with high quality training and development opportunities.



Tom Crowther

Principal of The Elizabethan Academy

***Empowering Ambition, Embracing All***



## **Our vision for the future of The Elizabethan Academy**

We have identified 4 priority areas of focus:

FOCUS AREA 1—THE CURRICULUM, TEACHING AND LEARNING—pages 7-9

FOCUS AREA 2 —FINANCE—pages 10-11

FOCUS AREA 3 —STUDENTS AND PARENTS/CARERS—pages 12-14

FOCUS AREA 4 – STAFF DEVELOPMENT—pages 15-17

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## Learning and achievement

# OBJECTIVE 1

To ensure the delivery of a broad, balanced, and creative curriculum so that every student enjoys their learning, reaches their potential, and secures excellent academic outcomes

**1.1** Create a culture of ambition by:

- Frequently talking to students individually and collectively about the importance of education and learning
- Setting high expectations about what students are capable of achieving by the end of every key stage
- Refining the methods by which student achievements are reported, shared, and celebrated
- Highlighting and demonstrating the opportunities that arise once qualifications are secured
- Securing parental engagement and involvement in their child's education
- Placing emphasis on the significance of every grade
- Creating opportunities for older students and alumni to share their successes

**1.2** Re-design the curriculum model so that every qualification has sufficient time allocated to enable academic success

**1.3** Implement a one-week timetable to aid organisation and provide clarity

**1.4** Implement a three-year Key Stage 3 and a two-year Key Stage 4

**1.5** Keep the curriculum under constant review so that it is well matched to the needs of our young people, responds to national priorities, and leads to the creation of well-rounded individuals who are both knowledgeable and highly skilled

**1.6** Further diversify the curriculum in order to foster inclusivity, equity, and global awareness whilst highlighting the contributions made by marginalised communities



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**1.7** Refine the assessment model at Key Stage 3 so that it is primarily formative rather than summative in nature

**1.8** Ensure that assessment data is more readily understandable for parents and students

**1.9** Reward students based upon their effort

**1.10** Deliver three sets of mock exams in Years 10/11 and in Years 12/13 that take place in halls and in full exam conditions with appropriate access arrangements targeted interventions

**1.11** Use weekly Student Progress meetings that combine our academic and pastoral knowledge of students to identify underperformance against expectations and subsequently deploy targeted interventions

**1.12** Deliver Parents Evenings that enable parents to fully understand the academic and social progress being made by their child along with the subject specific knowledge and skills that they should seek to further develop

**1.13** Deploy a comprehensive literacy, oracy and reading strategy from Year 7 onwards so that every student can read fluently and becomes skilled in language comprehension

**1.14** Use standardised tests, including Cognitive Ability Tests, to accurately baseline students upon entry

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# Teaching

## OBJECTIVE 2

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To ensure that teaching is of the highest quality and that the core business of learning is always prioritised

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**2.1** Adopt an innovative approach to Quality Assurance processes with the following principles:

- We accept that good teaching can take many forms
- The QA process is developmental
- The QA process must not increase workload or stress
- The QA process should highlight strengths and identify mutually agreed areas of development
- There is careful balance of challenge and support
- We accept that we learn more from observing others than being observed ourselves
- The QA process should focus on typicality and an 'open-door' approach rather than infrequent 'high stakes' observations
- We assume that all teachers have expertise or are developing expertise
- We want to encourage autonomous, expert teachers



**2.2** Deliver carefully planned CPD and training so that teachers continuously develop their pedagogy and subject knowledge

**2.3** Commit to providing time and space every week for the delivery of specialist and bespoke CPD

**2.4** Adopt a coaching model to aid teacher development and peer support

**2.5** Explore research-based approaches to teaching and learning whilst avoiding educational fads

**2.6** Provide regular training to keep teachers up to date with effective pedagogical practices and emerging research

**2.7** Create opportunities for teachers to reflect on their practices and outcomes, promoting continuous improvement

**2.8** Establish a shared vision for learning excellence and communicate it consistently

**2.9** Tailor instruction to meet the diverse needs and abilities students

**2.10** Balance workload to prevent burnout and keep teaching quality high

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## Financial security and future proofing

# OBJECTIVE 3

To ensure that the long-term financial viability of the academy is secured whilst providing a high quality, safe, secure, and well-resourced learning environment



**3.1** Prepare for the ending of the PFI contract and ensure appropriate transitional arrangements are in place

**3.2** Align spending with the academy's strategic goals, focusing on areas with the greatest impact on learning

**3.3** Optimise staffing costs over time by:

- Adjusting staffing structures to enable clear lines of accountability and affordability
- Taking a reasoned, balanced, and informed approach to staff recruitment
- Increasing the average Pupil-Teacher Ratio to be between 17:1 and 22:1
- Increasing the average Teacher Contact Ratio to 0.8
- Supporting the career progression of staff so that there is a healthy turnover

**3.4** Actively pursue government, corporate, and charitable grants

**3.5** Partner with local businesses and organizations for sponsorship and/or financial support

**3.6** Seek further funding opportunities linked to SEND so that we can continue to provide high quality SEND provision

**3.7** Seek further funding opportunities regarding the construction of more learning spaces on the main site, including a discrete Sixth Form centre and an Enhanced Provision centre

**3.8** Ensure that all Key Stage 4 and 5 courses have sufficient student uptake to support in securing the financial viability of the Sixth Form

**3.9** Construct electronic gates to improve site security and more effectively control the entrance of vehicles and members of the public onto the school site

**3.10** Ensure classrooms are equipped with up-to-date technology to enhance teaching and learning

**3.11** Regularly update textbooks, software, and online resources

**3.12** Regularly assess student numbers and adjust facilities and staffing accordingly

**3.13** Prepare for unexpected financial challenges by maintaining an appropriately sized reserve fund

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## The Sixth Form

# OBJECTIVE 4

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To ensure that the Sixth Form continues to grow whilst providing a high-quality progression route

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**4.1** Develop a marketing campaign, including a prospectus and an online presence that celebrates and shares our unique Sixth Form offer

**4.2** Review the Sixth Form curriculum offer so that courses and qualifications are well matched to the needs of our students

**4.3** Conduct a needs analysis to identify high-demand A-Levels and courses

**4.4** Collaborate with local universities and employers to align the curriculum with future opportunities

**4.5** Increase the teaching time allocated to A-Level and post-16 qualifications

**4.6** Seek funding and investment so that a specific Sixth Form building is constructed on the main site of the academy

**4.7** Raise expectations of Sixth Form students, particularly regarding their approach to independent study

**4.8** Provide more space for Sixth Form students to study independently

**4.9** Support teachers' pedagogy and subject knowledge to ensure the delivery of consistently strong lessons

**4.10** Strengthen tracking systems to monitor academic progress and wellbeing

**4.11** Provide targeted intervention for students at risk of underachieving

**4.12** Organise events and activities, specific to the Sixth Form, that enhance the broader educational experience e.g. speakers, career fairs, University visits, outward bounds trips and exchange programmes

**4.13** Implement alumni tracking to showcase long-term success

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## Attendance, pastoral Care, behaviour, inclusion

# OBJECTIVE 5

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To ensure that every student is safe, happy and engages positively with their education

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**5.1** Continue to develop a diagnostic, robust and family centred approach to improving attendance

**5.2** Maintain robust, effective and up to date safeguarding protocols and procedures

**5.3** Ensure that all staff maintain a proactive ethos regarding their safeguarding responsibilities

**5.4** Refine the structure of the safeguarding team to enhance the efficiency and effectiveness of our safeguarding processes and triaging support

**5.5** Explore the potential for developing a Specially Resourced Provision (SRP) on the main school site

**5.6** Further improve the effectiveness of pastoral structures and systems whilst building capacity and reducing workload

**5.7** Ensure that every year group receives frequent, age-specific information, advice, support and challenge

**5.8** Streamline the Behaviour Policy to ensure consistent application by all staff, supporting the continuous maintenance of high standards of behaviour

**5.9** Further strengthen our exceptional mainstream support for students with SEND, ensuring high-quality, inclusive resources and guidance tailored to each student's needs

**5.10** Provide expert CPD on pastoral care, behaviour management and inclusion practices

**5.11** Maximise opportunities to engage with families so that close ties are formed and maintained between home and school

**5.12** Maintain a cost-effective uniform that is valued and adhered to by all

**5.13** Ensure sanctions for negative behaviour are consistently applied and impact positively on student behaviour

**5.14** Empower students eligible for Pupil Premium (PP) funding by providing targeted support, removing barriers to learning, and fostering opportunities for academic and personal success



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## Enrichment, personal development and careers education

# OBJECTIVE 6

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To ensure that every student develops broader skills, engages in activities beyond the core curriculum, and is fully prepared for their future

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**6.1** Sustain a diverse array of enriching activities integrated throughout and beyond the school day

**6.2** Sustain a wide range of accessible extra-curricular opportunities to engage and support the holistic development of all students

**6.3** Strengthen mobile phone restrictions to promote student wellbeing and reinforce safeguarding

**6.4** Attain the Career Mark to showcase the exceptional quality of our Careers Education, Information, Advice, and Guidance (CEIAG) program

**6.5** Further improve school catering by offering nutritious, diverse, and sustainable meals that support student health and satisfaction

**6.5** Encourage and support students in developing a broad range of transferable skills including critical thinking, public speaking, teamwork, social awareness, financial literacy and responsible digital citizenship

**6.6** Provide tools and experiences to prepare students for personal growth including career guidance, university and apprenticeship support, work experience and life-skills training



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## Our reputation

# OBJECTIVE 7

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To ensure that the academy has a fantastic reputation both locally and nationally, with its clear values and distinctive ethos being well-known and shared

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**7.1** Refresh the academy's brand and motto so that they better represent the unique values that we hold

**7.2** Communicate our core values of ambition and inclusivity

**7.3** Form deep partnerships with local businesses, charities and organisations so that the academy becomes a cornerstone of the local community

**7.4** Adopt a comprehensive Communication Policy so that communication at all levels is both clear and timely

**7.5** Invest in new approaches to marketing and advertising so that the academy recruits high-quality staff and remains oversubscribed in terms of student numbers

**7.6** Engage and collaborate with other schools and institutions across the country to share best practice and to learn from others

**7.7** Nurture and further improve relations with all feeder schools



**7.8** Build on the atmosphere of Open Evenings and Transition events to promote academy values

**7.9** Share positive stories and achievements with local newspapers, radio and TV stations

**7.10** Encourage staff and students to present at conferences, publish research and participate in both local and national forums

**7.11** Collaborate with nationally recognised organisations, universities and industry bodies

**7.12** Build an active and engaging online presence that showcases the academy's achievements to a wider audience

**7.13** Empower students to be ambassadors through leadership roles, volunteering, and participation in public events

**7.14** Regularly collect feedback from students, parents, staff and community members and use the information to address weaknesses, highlight strengths and continuously evolve

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## FOCUS AREA 4 – STAFF DEVELOPMENT

### Staff Wellbeing

# OBJECTIVE 8

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To ensure that every member of staff excels in their role whilst being fully supported in maintaining a positive work/life balance

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**8.1** Adopt the ‘surplus model’ of school leadership which:

- Trusts that staff always want to do their best
- Recognises that time and resourcing are the limiting factors on teaching and staff effectiveness
- Supports teachers to have autonomy in the classroom
- Seeks to avoid blame

**8.2** Apply the principle of ‘clearing the decks’ to allow teachers to thrive

**8.3** Review, refine and adapt the most time-inducing tasks, particularly our approach to marking, to reduce workload

**8.4** Identify further improvements in terms of systems and software to maximise the time available for teachers to plan their lessons

**8.5** Schedule meetings, duties, and planning time thoughtfully to avoid overload

**8.6** Remove administrative burdens from school systems and processes including behaviour and reporting systems

**8.7** Implement more efficient and effective assessment procedures to enhance feedback and progress tracking

**8.8** Adopt appraisal practices that are fundamentally developmental in nature

**8.9** Work with each staff member to create tailored growth plans aligned with their career aspirations and the academy's goals

**8.10** Promote and implement flexible working wherever possible, recognising the differing desired outcomes and preferences of staff



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**8.11** Follow the principles of the DfE Education Staff Wellbeing Charter

**8.12** Seek all opportunities that will allow staff to attend significant family events and occasions such as sports days, graduation ceremonies and Christmas plays

**8.13** Limit after-hours emails, discourage excessive overtime, and support leave requests wherever possible

**8.14** Create regular opportunities for staff to share feedback, concerns, and ideas through surveys, meetings, or suggestion boxes

**8.15** Encourage collaboration and knowledge sharing through mentoring, co-teaching, or professional learning communities

**8.16** Provide aspiring leaders with the tools and training to advance their careers

**8.17** Celebrate staff achievements publicly and regularly through awards, newsletters, or staff events

**8.18** Offer mental health support, access to counselling services, and wellness workshops (e.g., stress management, mindfulness)

**8.19** Ensure staffrooms, workspaces, and classrooms are welcoming and well-equipped

**8.20** Organize casual gatherings, celebrations, and opportunities for staff to connect outside work

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# Leadership and Management

## OBJECTIVE 9

To ensure that the academy is led with skill and integrity at all levels

**9.1** Develop and empower skilled leadership at all levels where leaders create a culture of positive accountability whilst acting with kindness, integrity and selflessness

**9.2** Equip governors with the knowledge, insights, and collaborative tools they need to provide effective support, constructive guidance and challenge

**9.3** Grow leadership within the student body so that student voice plays a key role in the future development of the school

**9.4** Re-design the school calendar so that:

- Scheduled meetings create opportunities for strategic decision making at all levels
- Policy decisions are effectively disseminated and understood
- There is more time for subject teams to meet, plan and collaborate

**9.5** Enhance school communication by fostering clear, timely, and accessible information-sharing channels that engage and inform all members of the school community, supporting a stronger partnership between families, staff, and students

**9.6** Develop a robust succession planning framework to identify, mentor, and prepare future leaders, ensuring continuity and excellence in school leadership

**9.7** Facilitate knowledge sharing and collaboration among leaders across departments and schools



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