

Queen
Elizabeth's
— ACADEMY —



ACADEMY PROSPECTUS
2019/2020



Diverse Academies
Learning Partnership

PRINCIPAL'S WELCOME

The academy has been at the very heart of education within Mansfield since 1561, when a Royal Charter was granted by Queen Elizabeth I for the provision of a free grammar school in the town.

We are now a very modern and forward-thinking academy, and retain many of the core values that were present at that time – aimed at providing the best quality education possible for all students. The opportunity to experience success is a fundamental part of personal growth, and we work tirelessly to provide development opportunities both inside and outside of the classroom.

Our knowledge-based curriculum is rich and broad, and students have the opportunity to experience subjects that extend their knowledge, challenge their learning and enable them to aspire to great things in their future.

The academy is located in a multi-cultural community setting within Mansfield and we keenly embrace and celebrate this – it is vital that we recognise the individuality of all students and the richness that this diversity provides.

Students are supported with their faith, and also made aware of their place within the world and our society through an understanding of British Values – democracy, the rule of law, individual liberty, together with mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

We are always proud to show off the academy in action, so please feel free to arrange a guided tour and see how we are working towards our vision.



H. Brothwell

Helena Brothwell
Principal

A MESSAGE FROM OUR EXECUTIVE PRINCIPAL

Thank you for your interest in Queen Elizabeth's Academy. We hope that you find the information contained within our prospectus to be interesting and relevant to your son or daughter's education.

At Queen Elizabeth's, we want all of our students to achieve their full potential. To allow this to happen, we make sure that there are no limitations or barriers to reaching the highest possible standards of academic, social, spiritual and personal development. We believe in inspiring our students to transform their learning and embedding them with knowledge so that they can succeed in life.

Our commitment to you is that we will be improving the quality of education and outcomes for every student at Queen Elizabeth's, for now and for future generations of children. The academy has a rich heritage and, we believe, a very strong and fruitful future.



Neil Holmes

Neil Holmes
Executive principal



OUR VISION, VALUES AND AIMS

At Queen Elizabeth's, we develop students with values, knowledge, skills and qualities to enable success in all aspects of their lives. We celebrate resilience, perseverance and dedication, and refer to this as 'grit'.

Students with 'grit' understand that with hard work and focus, they can achieve anything. We support students to set high expectations and aspirations, work hard through difficult times and situations, to learn from mistakes and keep improving. We expect students to support each other and celebrate success together.

As a Christian academy, the values of respect, responsibility and compassion for others underpin everything we do. The phrase 'life in all its fullness' from John 10:10 reminds us of the importance of developing the whole child – our approach to care and guidance for students is excellent, and we are proud of the family atmosphere which supports students to thrive.

“We support students to set high expectations and aspirations.”

Our 2020 mission is to be the academy of choice for families across Mansfield, delivering a first class education for students appropriate for the 21st century.

TO ENSURE THAT WE SUCCEED IN OUR MISSION, WE HAVE FOUR CORNERSTONES FUNDAMENTAL TO OUR SUCCESS

SUCCESS

We ensure that students achieve better than expected progress. Through an exciting curriculum that engages and enthuses our students and accurately meet their needs, together with excellent teaching, support, and monitoring of progress.

RESPECT

We know how important it is that we model respectful behaviour and our expectations are high for all students. They learn how to work through disagreements or difficult situations and to respect the views of all. Everybody within the academy is treated equally well.

INSPIRATION AND ASPIRATION

Through an exciting, innovative curriculum we inspire our students, offering creative and vocational subjects alongside core curriculum. We acknowledge and celebrate student achievements within our academy and in the wider community, and ensure success is attainable by all.

LEADERSHIP

Students learn leadership skills that will enable them to succeed, including how to communicate effectively, plan, and be involved in decision making. They are given opportunities to offer opinions about the academy to senior staff and to work within the wider community, supporting their next steps to further education, training or employment.

Our commitment to students is emphasised through our continued investment in the training and development of all staff. We develop capacity in leadership to sustain improvement, focusing on strong and supportive teams, robust quality assurance and tracking systems. Our leadership leads by example and has a clear vision for moving the academy forward – supporting staff, students and parents.

“All students receive tailored support to develop key skills and knowledge.”



A KNOWLEDGE-BASED CURRICULUM

All students follow a wide and varied knowledge-based curriculum where they study ‘the best that has been thought and said’ – facts and information are explicitly learnt to ensure that every student has a well-rounded knowledge base. We do not train students to pass exams – we educate them with all they need to understand the world around them, and to be successful in their lives in the future.

Our teachers are subject specialists who have trained for many years to stand in front of their classes, so they are treated with ultimate respect. Behaviour for learning is excellent and all lessons follow the same format and same routines, which is especially important for the students we support with additional needs – knowledge retrieval forms a large part of all lessons. Teachers teach from the front and students can be assured of an excellent learning environment in every classroom. We describe it as ‘grammar-style teaching, for everyone.’

Students are given ownership of their learning. They are supplied with key information in advance of lessons in the form of a knowledge organiser, which they are expected to keep with them at all times. Homework revolves around learning this

vital, rich information and they are able to catch up on work missed easily, pre-read information that they find challenging, and can share their learning with parents and carers. The knowledge organisers are important and very popular with students, who feel that they are able to support their own learning more readily.

Our curriculum is broad and varied, with core subjects and more diverse offerings such as computer science, business, modern foreign languages, performing arts and music.

Students are given appropriate support and guidance as they move into key stage 4 and choose the courses which will shape their ongoing studies. At this stage, students have access to a wide range of GCSEs and vocational courses, including approved BTEC qualifications.

If they choose to continue into further education, our students do so at Hucknall Sixth Form Centre, a collaborative sixth form with two other academies in the Diverse Academies trust. There are over 35 courses available in this purpose-built facility, with students learning alongside like-minded academic individuals.

Links with the local business community enable students to engage in an extended careers education programme, with all sixth form students encouraged to get involved in the enrichment programme to assist with their personal development.

PERSONAL DEVELOPMENT

We strive to develop our students so that they have the opportunity to academically achieve. It is equally important to empower students with knowledge and skills to enable them to positively contribute in society and the communities in which they live. Students work towards appropriately focused targets, reviewed on a regular basis, and we challenge all to exceed their targets and what they think is possible.

The values instilled in students during their time at the academy, coupled with the support and standard of teaching they receive, are key drivers in giving individuals the desire to continually want to achieve more. Our approach to behaviour, uniform and attendance ensure that students have high standards that can be transferred when progressing into future education and/or employment.

Bespoke planning ensures that students who may be vulnerable or have special educational needs make good gains in their academic and personal development. We also ensure that students who struggle with English as an additional language have access to appropriate support.

Our pastoral system, student leadership and a range of enrichment opportunities all actively contribute towards the development of personal skills. There are also many opportunities for students to explore their faith alongside our academy chaplain.

We have a wide-ranging enrichment timetable with something for everyone, whether linked to curriculum areas or something completely different. The academy works and builds links with many outside providers such as the local youth service, theatre and drama groups, church youth groups and leisure centres to source local, low cost or free opportunities for our students to experience various activities and hobbies.



Students are given the freedom to express themselves, try something new and develop as individuals – both academically and personally.



ACADEMY LIFE

Queen Elizabeth's is a diverse and lively place. Our students enjoy their education and immerse themselves in their learning, together with taking the opportunity to engage with a wide range of enrichment activities on offer.

We pride ourselves on knowing and valuing each student individually. We work with families to help students get the most out of their time at the academy and achieve their all-round potential preparing them well for adult life.

The academy itself is a mixture of the old and the new – our buildings are steeped in heritage, but our facilities, resources and our teaching methods are modern and forward-thinking, blending the historic and contemporary seamlessly together.

This blending can be echoed through our approach to behaviour and personal development. Students are given the freedom to express themselves, try something new and develop as individuals – both academically and personally. We do, however, implement a set of defined and strong standards outlining what is acceptable from our students, covering behaviour, appearance and attendance. The academy rewards those who exceed expectations but applies sanctions to those who do not behave within acceptable boundaries.

Ultimately, we want all students to succeed and to make the most of their potential. Whether our students choose to go into employment, continue their education to university, or perhaps start their own businesses when they complete their studies, it is our intention that our academy has given them the knowledge, skills and desire to make their continuing journey a success.

SUPPORT, INFORMATION AND GUIDANCE

Ensuring that students are comfortable, secure and feel supported during their education makes a huge difference to the progress and achievement that individuals make. Within our academy structure, we ensure that appropriate support, information and guidance is available for all students, allowing them to focus on their learning.

The pastoral structure within the academy operates within four houses, with students organised into mixed-age form groups. Each house has its own identity and students contribute to their houses in a wide range of different activities across all areas of academy life. By mixing students of different ages and experiences, this facilitates growth and development for all, with older students becoming role models and mentors to their younger peers.

Our support for students with special educational needs is covered in four main areas:

- communication and interaction
- cognition and learning
- behaviour, emotions and social development
- sensory and/or physical

Our staff team works collaboratively with outside agencies with specialist advice and provision, supporting effective teaching and learning across the academy. By seeking to remove barriers to learning and participation, together with providing top-quality information and guidance, all students are afforded the same opportunity to achieve their personal potential.



“Appropriate support and guidance enables all students to focus on their learning.”



Our dedicated staff team support and guide students to make appropriate and realistic choices.

ACHIEVEMENT AND PROGRESS

Queen Elizabeth's is a growing and rapidly improving academy, enthusiastic about life-long learning and providing opportunities for all to enjoy success, as we strive towards becoming an 'outstanding' academy.

We encourage all students to have high aspirations and to challenge themselves in all aspects of their studies. Staff support and guide students to make appropriate and realistic choices, together with pushing individuals to reach their educational and personal development goals. Our approach to setting and focusing on targets, together with high quality learning and teaching, has seen real progress and attainment made by students in core subjects.

We know that students will achieve great things alongside their academic successes. These may be vocational, sporting, creative or something else entirely, and the academy supports and celebrates all attainment. We are dedicated to the creation of an environment that is conducive to progress and achievement.

Together with progress for all students, we invest heavily in staff development to ensure that they have the opportunity to continue their life-long learning journey and provide exceptional teaching for the benefit of all students. Staff are also encouraged to strengthen links with our local community, as well as across the Diverse Academies, as part of their professional development.

There are high expectations and agreed standards for students and staff alike – we all work together as a learning community to ensure high quality outcomes for students. Established processes and procedures ensure that the academy runs smoothly, and our governors review and challenge us to continually improve everything we do.

SIXTH FORM

Students wishing to continue their post-16 education with Queen Elizabeth's Academy do so at the Hucknall Sixth Form Centre. The centre is a partnership between three academies within the Diverse Academies Learning Partnership – as a collaborative sixth form, it brings together the very best in teaching from these academies, offering in excess of 35 courses in a purpose-built facility.

Our sixth form students are part of a lively and flourishing community where individuals are expected to work hard and push themselves to succeed.

The wealth of courses on offer, together with high quality resources, teaching, opportunities and respect for all, enable our students to aspire to greatness in whatever it is that they choose to do. The role of academy staff is to provide appropriate guidance and information to enable all students to reach their goals.

The collaborative centre also provides access to a wider range of teaching expertise than simply within one academy, and gives students the chance to mix with new people who are on the same academic pathways, sharing knowledge and experiences.

There is a great emphasis on personal development and all sixth form students in year 13 undertake the Extended Project Qualification. The course is designed to help individuals to develop their skills of independent learning and research alongside project and time management skills. Students pick a topic of their own choice to research and produce either a 5,000 word research dissertation on the topic, or they will develop an artefact with a 2,000 word research report.

To find out more, visit www.hsfc-ac.org.uk



SUCCESS STORIES



KLINTA EISAKA

Klinta's QEA story is one of great personal drive and ambition, together with overcoming a major obstacle in learning a new language. She joined Queen Elizabeth's in year 7, moving up from Wainwright Primary Academy, to join her older sibling at the academy. Her family had moved to England from Latvia two years prior to that, when she was just 10 – with English not being her native language she had to work very hard to show teachers her undoubted ability.

She says, 'I'm very focused on constantly achieving more and pushed myself towards the higher sets in my subjects. I wanted to show what I could do, especially being an EAL* student. I asked teachers for extra work, especially in English, and this support and challenge paid off with good grades.'

Her determination led to Klinta achieving B and C grades at GCSE, and she then moved on to sixth form to study law, business, finance and the EPQ (extended project qualification). During this time, she undertook work experience at Halifax Bank, becoming their 'digital champion' – on this placement, she presented to their directors about the importance of investing in schools and was successful in securing weekend employment supporting customers with their online banking.

Following sixth form, Klinta is aiming to study Pure Law (LLB) at the University of Law in London. She enthuses, 'I want to be a barrister and eventually progress to the point where I have my own law firm, specialising in criminal and environmental law – the work I am doing on my EPQ around environmental issues and veganism is something I feel strongly about, and I'd love to tie this into my career.'

As Klinta moves on to the next stage of her life, she acknowledged the role that the academy has played in her education journey. 'I wouldn't pick any other academy to study at. I have always been self-driven, but the challenge I have had from teachers stretching me academically, together with support from staff and friends has allowed me to excel.'

* *English as an additional language*



BRANDON SMITH

Local lad Brandon came to the Queen Elizabeth's from Flying High Academy, and immediately settled into life in secondary education despite some navigation issues! He says, 'During the first week I really struggled to get my bearings – it was so different to my small primary school! However, staff and student buddies were on hand to offer support. The transition week in July also helped with this, and was important in getting to know our tutors and new classmates.'

Brandon excelled at primary and was placed in high sets at Queen Elizabeth's, doing well across all of his subjects. However, he was having some struggles with maths and science – staff recognised this and suggested a change which had a big impact. 'Teachers supported my progress by dropping me down a set in these subjects. This actually boosted my confidence as I was more comfortable at this level. It enabled me to make better progress as I was enjoying my learning again. I asked for extra work to challenge myself and did well as a result.' He also explored personal development opportunities and got involved in football coaching for younger students at the academy.

He then went on to study in the sixth form, with the consistency of teaching staff and familiar students being a key factor in this decision. Studying sport alongside law, finance and business qualifications, Brandon has set himself high goals, which will continue as he steps into higher education – he is set to go on and study criminology at Nottingham Trent University, with ambitions to work in criminal investigation.

Brandon attributes much of his success to academy staff, saying, 'I have become much more confident at QEA. Staff were brilliant at identifying areas I needed to develop, and their support made me work harder and enjoy lessons – the subjects I have taken have all been tough, but have kept me focused and I strive to get onto my chosen course at university.'

OUR HISTORY

Since 1561, the academy has been providing education to the children of Mansfield. Our earliest benefactor was Lady Cecelia Flogan, whose extensive lands became the bequest that established the academy's foundation.

Since then, The Queen Elizabeth's Foundation provided for a developing and successful school for boys until the late 19th century when, in 1885, the Queen Elizabeth's Grammar School for Girls was established. In 1993, the academy took on its current identity as a coeducational comprehensive school, becoming a Voluntary Aided Church of England School in the early 2000s. Since 2016, the academy has been part of the by Diverse Academies Learning Partnership, with the Diocese of Southwell and Nottingham as an affiliated partner.

As a Church of England academy, we work in partnership with the Diocese to provide an education that is distinctively Christian. The academy is inclusive for students from all backgrounds with a variety of needs, of the Christian faith, other faiths and no faith, and is rooted in Christian beliefs and values.

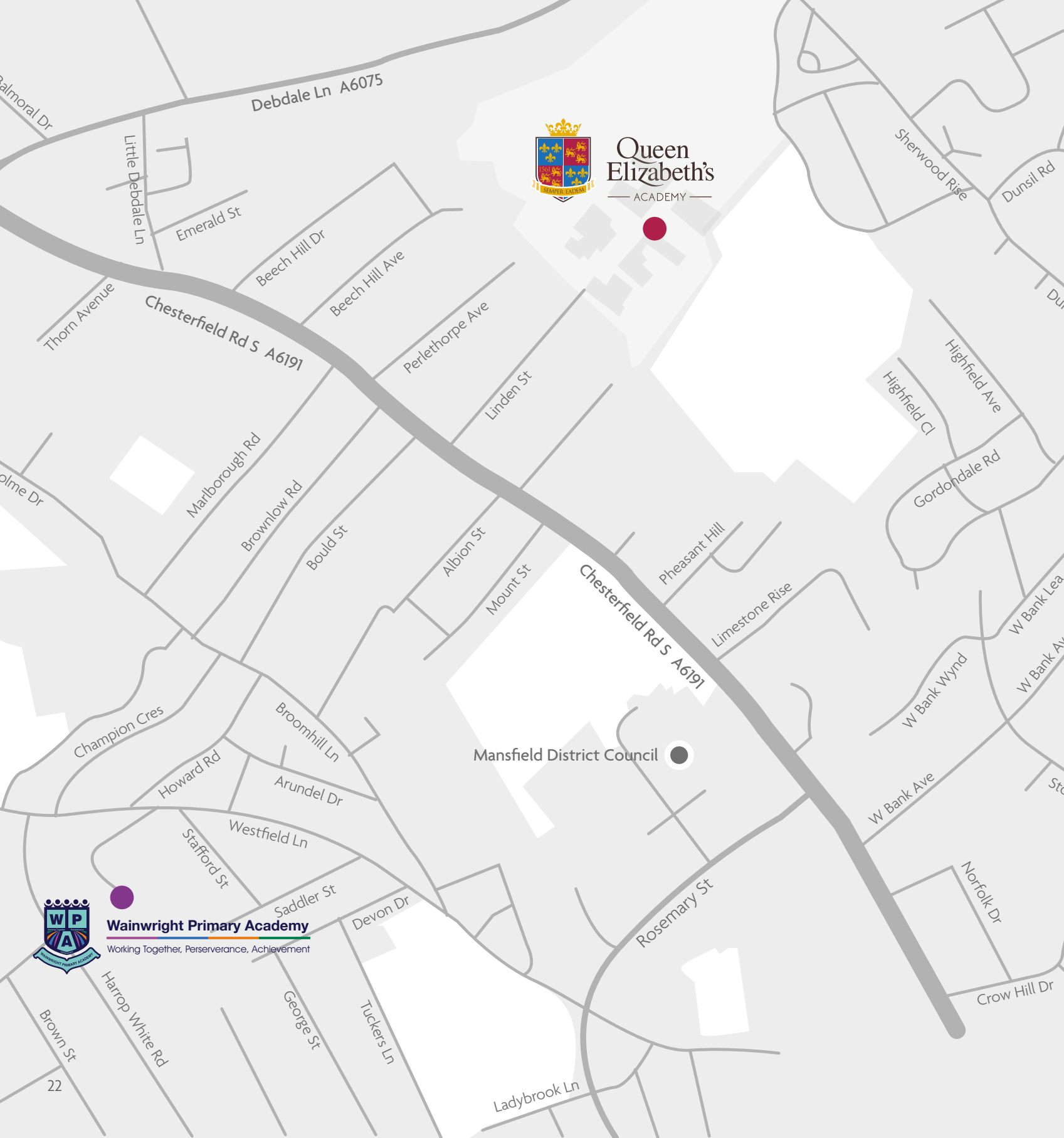
The Diocesan Board of Education have a level of accountability for the standard of education provided. The Church of England vision for education is 'Deeply Christian: Serving the Common Good' – this embraces 'life in all its fullness' promoting wisdom, hope, dignity and community as key aspects of a Christian education, and informs the academy's vision and values.

Our houses are attributed to important and influential people from Mansfield – Sterne, named after the former Archbishop of York; Dodsley, after the author of 'The King and Miller'; and Chappell, who wrote 'The Whole Duty of Man'.

Our heritage is reflected in our beautiful buildings and grounds, and HRH The Queen opened the Elizabethan gardens at the academy in 1997. We are fortunate to have some original William Morris paintings in our main hall, which the whole community can enjoy, together with our students.

Our academy has a rich history and tradition, and is looking forward to a bright future. Our aim is to inspire future generations of students to transform their lives so that they achieve every success they can in their journey of lifelong learning.





FIND OUT MORE

Queen Elizabeth's Academy
150 Chesterfield Road South
Mansfield
Nottinghamshire
NG19 7AP

Phone: **(01623) 623559**

Email: info@queenelizabeths-ac.org.uk

Executive Principal – **Mr Neil Holmes**

Principal – **Miss Helena Brothwell**

Academy Board Chairman – **Mr Peter Mabbott**

DIVERSE ACADEMIES LEARNING PARTNERSHIP

Queen Elizabeth's Academy is part of the Diverse Academies Learning Partnership – a group of academies committed to the development and improvement of schools through collaboration and partnership. Our core focus is the achievement and development of each individual student. We have an established framework of core principles and practice to which all academies subscribe, whilst maintaining and developing each academy's unique identity and individual characteristics.

For more information, visit www.dalp.org.uk



Phone: 01623 623559
www.queenelizabeths-ac.org.uk



Diverse Academies
Learning Partnership



A partnership between the Diverse Academies Trust (Marnham Road, Tuxford, Newark NG22 0JH; registered company number 07664012) and the National Church of England Academy Trust (Annesley Road, Hucknall, Nottingham NG15 7DB; registered company number 07708713). Not for profit charitable trusts with exempt charity status, registered in England and Wales.