

ERASMUS DARWIN ACADEMY

Hard Work | High Aspirations | Limitless Opportunities



Hard work / High Aspirations / Limitless Opportunities





HEADTEACHER'S WELCOME

I am delighted that you are considering Erasmus Darwin Academy as your child's secondary school, it is with immense pride that I share our Academy with you. We believe that every student has the right to learn and every teacher has the right to teach. Our Academy strapline is "Hard Work. High Aspirations. Limitless Opportunities". This is at the heart of everything we do at the Academy. We endeavour to teach our students that a prolific work ethic, the highest expectations of themselves and the curiosity to seek out and take opportunities will prepare them for life in modern Britain. This strapline, along with our 'EDA Why' and our values form the core foundations of our educational philosophy.

My pledge to our families is that we will do all that we can for every single child, every single day that they walk through our gates. Your children will always be at the heart of every decision that we make and we will endeavour to provide your child with the best well-rounded education possible to ensure they are ready for the challenges that life presents. Erasmus Darwin Academy continues to be a high performing schools locally, regionally and indeed nationally. This is down to our incredibly committed and dedicated staff who go the extra mile for our young people on a daily basis.

We are passionate about working with all of our families and we understand that strong relationships between the school and families are crucially important. Thank you for taking the time to read our prospectus and attached information and I look forward to welcoming you in September 2026.

Phil Walklate BSc (Hons) PGCE MA NPQH NPQEL
Headteacher



CURRICULUM JOURNEY

Our Academy has a very ambitious curriculum offer for all students. We prepare our students for life in modern Britain by having 3 bespoke curricular, these are;

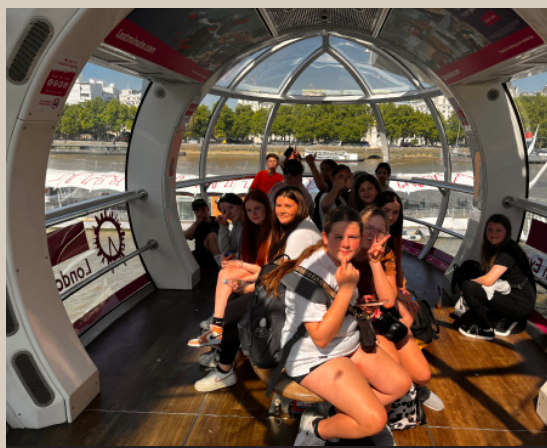
- The Academic Curriculum – this is where all students are deliberately taught the key knowledge and skills associated with all curriculum subjects. Our curriculum offer goes beyond the suggested National Curriculum and is very broad when students opt for their preferred subjects in Years 10 and 12.
- The Behaviour Curriculum – this is where all students are explicitly taught how we want them to behave around the Academy. We are very specific about how we codify our culture, and we call this 'The EDA Way'.
- The CARE Curriculum – this is where all students are taught Personal Development at an age appropriate level and where they receive careers advice and guidance to prepare them for their next steps in life. Our CARE curriculum also ensures that students know how to keep themselves and others safe.

Since the GCSE reform, all of our Key Performance Indicators for progress have been above the national standard.





"THIS SCHOOL IS EXCELLENT. MY DAUGHTER IS IN YEAR 10 NOW AND WE HAVE BEEN NOTHING SHORT OF IMPRESSED BY EVERYTHING ABOUT THIS SCHOOL; FROM THE SPORTS AWARD ASSEMBLIES TO THE APPROACH OF ALWAYS CHALLENGING STUDENTS TO DO BETTER. WE HAVE RECOMMENDED EDA TO LOTS OF PEOPLE AND WE FEEL LUCKY THAT OUR DAUGHTER ATTENDS SUCH A FANTASTIC SCHOOL."



"THE SCHOOL TRIPS THAT WE HAVE AT EDA ARE AMAZING. THEY SEEM GREAT VALUE FOR MONEY AND WE DON'T MISS OUT ON ANYTHING"

Sixth Form Student



LEARNING BEYOND THE CLASSROOM

We offer all students an incredibly enriching learning experience beyond the daily classroom timetable. Our strapline of 'Hard Work. High Aspirations. Limitless Opportunities' incorporates all the additional activities that any parent or carer could wish their child to experience during their school life. The Academy has an outstanding reputation for the highest levels of achievement in the performing arts, visual arts, music and sport. Our annual performing arts production brings staff and students from all these areas together as they create memorable performances enjoyed by friends, family and the local community. At concerts and on other occasions, our bands and choirs are a showcase for musical talent. Furthermore, our specialist P.E. staff ensure that our teams are highly successful in a range of sports such as; football, rugby, handball, tennis, netball and rounders and we strongly encourage all students to participate in such extra-curricular activities.

Outdoor education and educational visits are an integral feature in the Academy calendar. All students in Year 8 are invited to participate in an amazing weeklong residential outdoor learning opportunity. The annual Academy ski trip is also very popular amongst our students whilst visits to places such as New York, Iceland, Eastern Europe, Austria, Paris, Italy and the Azores have recently featured in our full Academy visits calendar. In addition, many subjects offer visits and trips within their curriculum offer. Year 10 and Year 12 students participate in a weeklong work experience placement as part of our careers provision.

The Duke of Edinburgh Award Scheme is well established and increasingly popular with students from Year 9 onwards and we teach the value of community service and charitable fundraising by providing our students with opportunities to be actively involved in making a real difference, with students able to reach Gold Award status.





CULTURE AND ETHOS

We believe that a fundamental factor to our ongoing success is our extremely high expectation of both students and staff. Within an incredibly inclusive, friendly, caring and nurturing environment we will ensure that every child will flourish and succeed.

We explicitly teach students how we expect them to behave and consider that the Behaviour Curriculum is as important as the Academic Curriculum for preparing students for their future. We want all of our students to leave as a respectful and polite young people.

On a daily basis, via the implementation of our 'EDA Way', we expect everyone in our Academy to demonstrate our Academy values, which follow the Olympic and Paralympic values. Our core Academy values of Respect, Friendship, Equality, Determination, Courage and Inspiration are steeped in the school's sporting heritage. These values are lived and exemplified in every interaction we have at the Academy and ensure our young people fully understand and demonstrate genuine mutual respect.

We recognise our students achievements through the Olympic Rewards system, which is based upon and reinforces our Academy values. The active promotion of these values does not only benefit the learning of the students, but more importantly shapes them into adults with excellent interpersonal skills and strong moral characters. In doing this, we seek to inspire and equip our students to become productive members of society who make the world a better place.

We set the highest of standards for everyone at the Academy with regards to everyday appearance, manners, punctuality and organisation, which we believe to be the fundamental building blocks to a successful life. We refer to this as the 'EDA Way' and through our three key messages of Be Ready, Be Respectful and Be Safe, we reinforce crucially important virtues and life-skills.

The safeguarding of the young people in our care is of the utmost importance to us and we work extremely hard to maintain a culture of vigilance at all times.



"SEEING STAFF OUTSIDE THE GATES AS STUDENTS GO IN AND OUT IS SO REASSURING AS PARENTS. THIS MAKES ME FEEL THAT SCHOOL CARES ABOUT HOW THEIR STUDENTS ACT OUTSIDE OF SCHOOL AS WELL AS INSIDE."

Parent feedback 2025



"PUPILS HAVE RESPONDED VERY WELL TO THE SCHOOL'S HIGH EXPECTATIONS FOR THEIR CONDUCT. THE SCHOOL EXPLICITLY TEACHES STUDENTS HOW TO BEHAVE VIA A WELL-DESIGNED BEHAVIOUR CURRICULUM. AS A RESULT, STUDENTS BEHAVE RESPECTFULLY TO EACH OTHER, TO THEIR TEACHERS AND TO VISITORS. THIS MEANS THAT THE SCHOOL IS A HARMONIOUS AND WELL-ORDERED COMMUNITY, WHERE WARM AND RESPECTFUL RELATIONSHIPS CHARACTERISE LIFE AND WHERE INCLUSION AND EQUALITY ARE DEMONSTRATED BY ALL." (OFSTED, 2023)





DEVELOPING FUTURE LEADERS

We provide young people with a wide range of opportunities to develop their skills as future leaders. In Year 7 and 8, we recruit Peer Buddies to support Year 6 students on transition into their secondary education. In Year 10, we appoint Prefects to serve as positive role models and ambassadors in the Academy community. Prefects will often act as hosts at official functions, be present at Open Evening and support major Academy events, such as the annual production. Wherever possible, we use our students to promote the Academy for prospective students, often participating in supervised tours of the school. In addition, the PE department facilitate sports council and other leadership opportunities.

When a student moves into our Sixth Form, the opportunities for leadership become more extensive. Our Head Boy and Head Girl lead our Sixth Form student leadership team; they address the students and staff in assemblies, speak publicly for the Academy in events such as Open Evening and promote academy values on a daily basis in school and in the community. Year 12 students also have the opportunity to be Senior Prefects and support the Academy's day to day running.

Our Academy is proudly democratic within the student body. We have an elected Academy Council who represent their peers in half-termly meetings, led by the Sixth Form Leaders. The Academy Council is supported by three House Councils, comprising at least one member from every tutor group in the Academy. This system ensures that the voice of every single child is heard and that our student body is actively involved in decision making within the Academy.

INCLUSION

We believe that every young person deserves to flourish in an environment where they feel valued, respected, and empowered to achieve their full potential. Our commitment to inclusion is not simply about welcoming diversity – it is about celebrating the unique strengths, perspectives, and experiences that each student brings to our school community.

We are proud to be a truly inclusive school where students of all backgrounds, abilities, and identities can thrive. Whether a student has additional learning needs, comes from a different cultural background, speaks English as an additional language, or identifies as part of the LGBTQ+ community, they will find a supportive environment where difference is seen as an asset, not a barrier.

Our dedicated team of teachers and support staff work tirelessly to ensure that every lesson is accessible, every opportunity is open to all, and every voice is heard. Through our comprehensive SEND provision, our vibrant multicultural programme, and our proactive approach to mental health and wellbeing, we create pathways for success that recognise and respond to individual needs.

We foster a culture of genuine mutual respect and understanding, where students learn not just academic subjects, but essential life skills of empathy, tolerance, and collaboration. Our students leave us as confident, compassionate citizens who understand the value of diversity and are equipped to contribute positively to our increasingly interconnected world.

At Erasmus Darwin Academy, inclusion isn't an add-on to our educational mission – it is at the very heart of everything we do. Because when every student belongs, every student succeeds.

*"THE SCHOOL IS A HARMONIOUS AND WELL-ORDERED COMMUNITY,
WHERE WARM AND RESPECTFUL RELATIONSHIPS CHARACTERISE LIFE AND
WHERE INCLUSION AND EQUALITY ARE DEMONSTRATED BY ALL."*

Ofsted 2023



"THANK YOU FOR WORKING SO HARD TO PROVIDE OUR CHILDREN WITH SUCH A HIGH LEVEL OF EDUCATION, BUT MORE IMPORTANTLY, THANK YOU FOR TREATING THEM WITH KINDNESS, AND CARING ABOUT THEM AS PEOPLE BEYOND THEIR ACADEMIC ACHIEVEMENTS."

Parent feedback 2025





"NOTHING IS TOO MUCH TROUBLE FOR EDA STAFF; THEY ARE AN INCREDIBLE TEAM WHO CONSISTENTLY WORK TOGETHER AS A TEAM FOR STUDENTS IN THEIR CARE. WE HAVE FOUND THAT STAFF REGULARLY GO ABOVE AND BEYOND THEIR ROLES; THEIR EXCEPTIONAL STANDARDS OF CARE ARE TO BE COMMENDED."

Parent feedback 2025



FACILITATING LEARNING

The Academy Curriculum

We offer a varied and balanced, yet inclusive and ambitious curriculum, which inspires and challenges our students and instils in them a lifelong love of learning. Our schemes of learning are pitched to the top and require our students to aim high. However, effective subject-specific support also ensures that all students can access our full curriculum offer and succeed in their learning. Our curriculum is incredibly well-planned and well-sequenced, with regular checkpoints and assessments which evaluate whether students require further support with their next steps.

At the heart of all subjects is our continual development of literacy, oracy and numeracy, which aims to ensure that all students can access our ambitious curriculum. Reading is tracked and reported in Years 7-10 and intervention groups are created for appropriate students as we recognise the importance of our young people becoming 'word and definition rich'. We are proud to say all students receive dedicated Personal Development lessons, covering age appropriate PSHE, Careers and Citizenship.

Key Stage 3

In Years 7-9, students follow a curriculum consisting of a wide range of different subjects, which follows the National Curriculum where applicable. All students follow a timetable comprising of English, Mathematics, Science, Modern Foreign Languages (French or German), Geography, History, Design Technology, ICT, Art, Music, Drama, Physical Education, Religious Education and Personal Development.

Key Stage 4

In Years 10 and 11, students follow a two-year course in the vast majority of their examination subjects. Students study GCSE Courses in English, Maths, Science (Combined or Triple) and Religious Studies. In addition, students also study Personal Development and core Physical Education. Students are also provided with the opportunity to study a Modern Foreign Language, History, Geography or Computer Science. Students are able to exercise an element of free choice during the options process and can opt for further EBacc subjects or any other GCSE subjects such as Art, Business Studies, Music, Photography, Design Technology, Food and Nutrition, Social Sciences, Sociology, BTEC Sport, BTEC IT and Physical Education. These GCSE courses are also complemented with Vocational BTEC Courses in varied subjects such as Performing Arts.

Key Stage 5

In Years 12 and 13, our A Level Curriculum is offered based on student demand for courses. We offer an extensive range of A-Levels with an increasing number of BTEC National qualification in addition to other 'Level 3' courses, or A-Level equivalent. In addition to studying for qualifications, students take part in an extensive non-qualification enrichment programme, which includes Careers based provision looking beyond Sixth Form, with tailored provision for those students who are applying to university as well as support for those who are seeking to take an apprenticeship/employment route. We also offer age appropriate Personal Development is delivered via the tutorial programme, which is delivered by senior staff.

Homework

For the majority of subjects, homework at the Academy revolves around the principle of retrieval practice. Many subjects often provide a Knowledge Organiser which reflects the current curriculum content, which students are asked to recall. Parents are also provided with guidance on how to support students in their learning. For more details, please access our Academy website.

OUR SIXTH FORM

We see education as a seven-year journey at our Academy. Our Sixth Form is the continuation of this pathway, providing students with the support, challenge and opportunities they need to thrive both academically and personally. We believe that outstanding grades are only part of the picture; we are equally committed to equipping our students with the skills, qualities and attributes that enable them to flourish in life beyond school, and this is our strength!

Our record of success speaks for itself. Destination data for our Sixth Form is exceptional, with students consistently progressing to their chosen universities, degree apprenticeships or employment pathways. Whether aspiring to Oxbridge, medicine, dentistry, veterinary science, or other highly competitive courses and careers, our tailored support ensures every student is guided towards the best possible outcomes.

Our Careers Programme is second to none—a fact recognised in our most recent Ofsted inspection. Students benefit from independent advice and guidance, bespoke careers days, and meaningful work experience opportunities that prepare them for the demands of the modern workplace. In addition, we offer careers lunches with industry professionals, visits to universities, exhibitions and careers fairs, and personalised support with applications to elite pathways.

Life in the Sixth Form is about much more than academic study. Our students are encouraged to engage in charitable work, voluntary positions, and student leadership opportunities that allow them to develop confidence, resilience and a strong sense of social responsibility. These experiences, combined with the outstanding teaching and high aspirations that underpin our provision, mean that our students leave us exceptionally well prepared for the next stage of their journey.

Choosing our Sixth Form means choosing a community where **hard work, high aspirations and limitless opportunities** come together to create futures full of success.





'WE RECOGNISE THE SUPPORT OUR CHILD HAS BEEN GIVEN BY EDA WHEN TIMES WERE DIFFICULT. OUR CHILD IS FACING YEARS 12 & 13 WITH A NEW CONFIDENCE, OPTIMISM AND SPIRIT!'

Parent feedback 2025



Prospectus Information Ofsted

In May 2023, the Academy received its latest Ofsted Inspection Visit. As Headteacher, I was incredibly proud to listen to the feedback given during the visit and also to read the report which outlined the findings. Sharing these comments is a real privilege and a testament to every member of staff and every single student at this amazing Academy.

- Pupils are happy and achieve very well at Erasmus Darwin Academy.
- Parents and carers are highly supportive of the school.
- The school explicitly teaches students how to behave via a well-designed behaviour curriculum. As a result, students behave respectfully to each other, to their teachers and to visitors.
- Leaders across the school have high expectations for pupils' academic achievement.
- Teachers have good subject knowledge, and support pupils well to learn the curriculum.
- Leaders have placed pupils' personal development at the heart of their curriculum. This means that pupils are well prepared for life in modern Britain.
- Leaders are clear about what they want pupils with SEND to achieve. The Special Educational Needs Coordinator (SENDCo) is very knowledgeable and ensures SEND students receive effective support.
- Low Level disruption is very rare, and pupils understand leaders' expectations.
- There is a well-planned programme of personal, social, health and economic education that is delivered discretely in lessons across the school.
- The school has a comprehensive careers programme in place to ensure that pupils have the information they need to access ambitious destinations.
- Leaders in the school have a clear and precise understanding of the provision and priorities for development.
- Staff workload and well-being constitute a high priority.
- Leaders are tenacious in following up safeguarding concerns.
- Pupils know who to speak to if they have a concern about themselves or their peers.
- Pupils are taught how to stay safe through a well-designed curriculum for pupils' personal development

