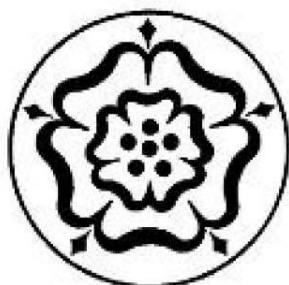


Queen Elizabeth's Girls' School Profile

Schools are no longer required to hold an Annual Meeting for Parents and the requirement to produce a Profile is also being removed (the Profile website has already disappeared) but we hope that this will provide parents with a good overview of the school's progress in the last year.



Queen Elizabeth's Girls' School

High Street
Barnet, Hertfordshire, EN5 5RR
Telephone: 020 84492984
<http://www.qegschool.org.uk>

Local Authority:	Barnet
Age range:	11-18
Number of pupils:	1140
Head teacher:	Mrs Kate Webster
Chair of governors:	Ms Hilary Chamberlain

What have been our successes this year?

2010-11 was another successful year for the school. Examination results were again excellent. The percentage achieving the A*-C measure was as expected lower than in 2010 at 72%, reflecting differences in the cohort. However we were delighted that this was 4% higher than the stretching target of 68% which had been set. Other aspects of the results set new records (92% 5A*-C was a new record for the school). Other aspects which were very pleasing were:

42% of all Grades were A* and A

42% of the girls achieved at least 5 or more Grades at A* and A

99% achieved 5A* -G Grades

A Level results were also excellent with the average points score achieved by pupils being the best ever. Value added at A Level was again outstanding.

The school has continued to offer a full programme of visits and journeys as we believe that these are essential both to learning in specific subjects but also to the girls wider knowledge and understanding of the world.

We also had the Lindani building fully in use for all of 2010-11. For the first time the Inclusion, PSHCE and Social Science departments had a fixed location for teaching and their department base. This has made a real difference for pupils and staff, particularly in the quality of teaching and learning. The school transferred to Academy status on 1 August 2011; we expect that this will bring a number of advantages including a short term financial advantage and the return of the sports centre to school control.

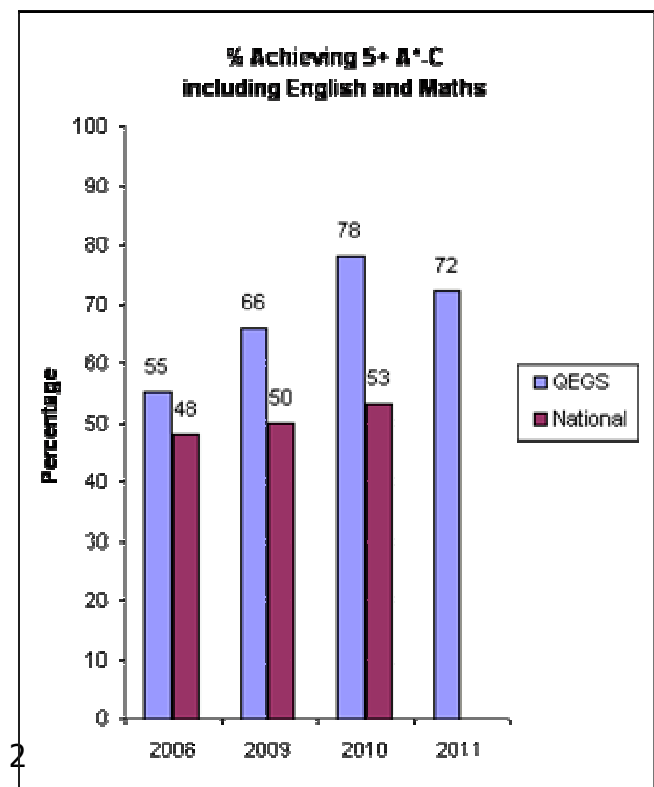
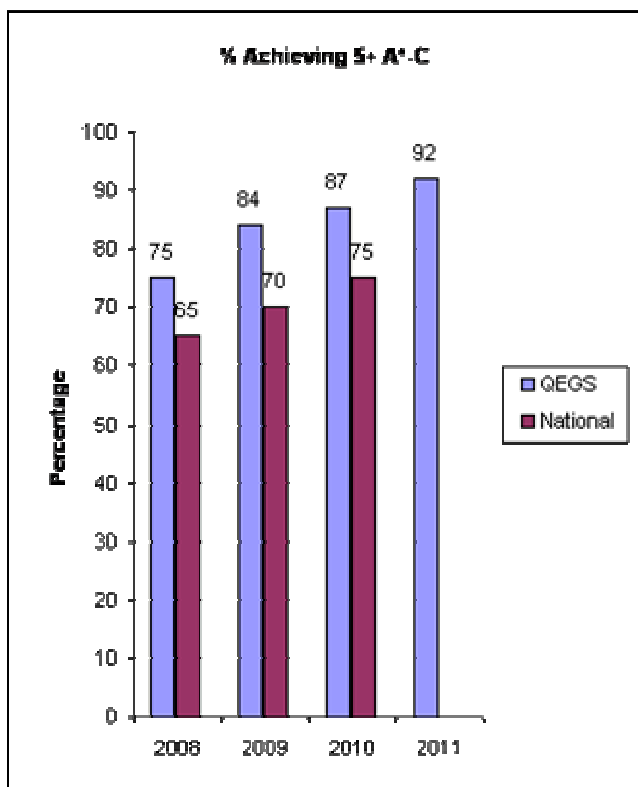
The priorities in the School Development Plan are:

- Continue to focus on improving the quality of teaching and learning and reviewing the QEGS High Quality lesson to ensure that it is in line with the new Ofsted criteria.
- Continue to ensure that behaviour for learning is excellent.
- Focus on developing aspects of specialism which can offer dividends in teaching and learning, particularly the improvements in Maths and ICT provision and results at GCSE and A Level.
- Working with other schools to share best practice in teaching, learning and school improvement.

How well do our pupils achieve at age 16?

Although not our best ever year at GCSE some records were still broken. The percentage achieving 5+A*-C was the highest ever at 92% (87% in 2010). 72% achieved the stricture benchmark of 5+A*-C including English and Maths (79% in 2011). We had expected this to be lower due to differences in the cohort so we were delighted when we exceeded the demanding target of 68% agreed with the school improvement partner. 99% achieved 5+A*-C which is a real achievement for a school with a truly comprehensive intake. 42% achieved 5+A*/A Grades which is considerably above the national average.

42% also achieved the new EBacc measure (English, Maths, 2 Science, History or Geography and a MFL at C or above). This was somewhat lower than in 2010 but this is again a reflection of differences in the cohort. We are delighted that our students achieved well with a predominantly academic curriculum. QEGS has never moved away from this so we are not facing the challenges that some other schools are experiencing where they have abandoned Modern Languages and History and Geography in favour of less challenging areas.



How much progress do our pupils make between 11 and 16?

Progress is very good and above the national average for all students. Our results show that able students do very well with a higher proportion of A* and A Grades than predicted by prior attainment measures (the most effective predictor). Students with Statements or at School Action Plus also make better than expected progress. As the November 2007 Ofsted report notes 'pupils enter the school with attainment that is broadly average and by the end of their GCSEs are very much above average'.

How have our results changed over time?

The overall trend is upwards with the rate of progress being faster than the national average (see the graphs above). This is pleasing because we are also at a significantly higher level than the national average which makes it more difficult to keep improving. We are especially pleased that our efforts to improve outcomes in Maths, through our second specialism have resulted in great progress between 2008-2010 which have now been consolidated in 2011.

It is also the case that we have maintained a curriculum with a clear academic bias and an emphasis on the subjects preferred by employers and universities. It is interesting to note that the English Bacc national average in 2010 was 17% (compared with 48%). We would expect this to increase with changes to schools' entry policies but we expect that we will still be significantly ahead of national figures as we will need to make very minor changes to our curriculum offer and this year have been able to enable girls who have the appetite and motivation to meet the EBacc programme and also continue other subjects in twilight.

How are we making sure that every child gets teaching to meet their individual needs?

Teachers differentiate to provide for the full range of pupils in the class and provide appropriate materials to stretch the more able and/or give more support to children who need it. Teachers have access to data which enables them to know the needs and progress of individual students. Where appropriate, teaching assistants, who have a range of expertise in various areas, will also be on hand to provide additional support. The progress of all pupils is tracked by their subject teachers and at whole school level by the Inclusion department and by Heads of Year, and senior leaders who work together to ensure that levels of support and/or challenge are appropriate. Specialist help is provided where needed e.g. through the spelling club or early morning readers.

Pupils who are gifted and talented are also identified and their progress monitored at subject and whole school level. Teaching staff are expected to provide opportunity for extension of the more able - in some cases this will be through differentiated tasks or through the completion of a piece of work in greater detail. Some subjects are also able to offer occasional opportunities such as target trips or master classes.

Data is scrutinised carefully; no group achieves less progress than expected and most achieve much more. We are especially pleased with the progress achieved by both gifted and talented pupils and those with significant SEN.

How do we make sure that all pupils attend their lessons and behave well?

All teachers are expected to register their classes electronically every lesson. If a child is absent who was present earlier in the day and there is no good reason for this, their parents will be contacted so that they are aware that they have absented themselves. On the rare occasion that this happens, swift contact with parents is often effective in returning the girl quickly to school.

The attendance of all pupils is monitored closely by their Form Tutor and Head of Year. When a pupil is absent without us being informed of the reason, a text is sent to a parent on the first morning of absence. If a pupil's overall level of attendance or pattern of absence is a cause for concern, the school will contact the parent in the first instance. If the concern is serious and on-going the local authority's school attendance service will be involved.

Clear expectations are set out in the Behaviour Policy and 'Ready to Learn' which were developed with the School Council. Behaviour is generally very good, however a pupil may be removed from a lesson for a period, or longer if her behaviour is affecting the learning of others. Positive behaviour is encouraged through the use of praise and rewards. Behaviour (positive and negative) is recorded centrally and monitored by senior and middle managers. Occasionally, it is necessary to externally exclude a student for 24 hours or more. This is unusual, but girls are aware that this is a sanction which will be used in certain circumstances.

An issue which sometimes causes us concern is pupils' use of social networking sites and the internet outside school. We make very clear to girls that if unpleasant behaviour outside school comes into school and has an impact on the well-being of other students in school then we will not hesitate to use the full range of sanctions. We ask all parents to ensure that they are aware of their daughter's use of the internet and electronic communications to ensure that it is positive and lawful.

How do our absence rates compare with other schools?

Attendance is in line with the national average and unauthorised absence and persistent absence are both below the national average.

The school has a range of strategies to ensure that pupils attend regularly. There is also a strong emphasis on punctuality and the number of students who are late is minimal as teaching starts promptly at 8.40am.

How are we working with parents and the community?

Parents receive a termly report about their daughter's progress, as well as a Consultation Evening with subject teachers and an Academic Review in the autumn term. This term we will be rolling out an online system to allow parents to access attendance information and reports online.

Parents are encouraged to attend a range of school events, such as concerts and drama showcases and events provided by QEGSA. There is a programme of meetings to support parents including a Time 4 Us programme in Year 7 with additional meetings in

Year 8 & Year 9, whilst other events are provided in other year groups to reflect particular needs e.g. GCSE mentoring programme.

There are strong links with a range of primary schools through the Media Arts programme and the School Sports and specialisms. The school also has a number of links with community organisations such as the Guild (Old Girls'), local Rotary Club and various local charities.

We also link with Barnet College and other schools to provide vocational options at KS4. We also share some A Level provision with other schools where numbers are very small to ensure that girls are in groups where there is interaction and the stimulation of debate with other pupils.

The school is often asked to share good practice with colleagues in other secondary schools which we also benefit from. In the last year, we have been working with other schools with outstanding Ofsted judgements in Barnet and across London. We are also working with the local Barnet teaching school collaborative, and in a group of schools called Challenge Partners to ensure that we are able to challenge each other to ensure that standards of teaching and learning are high and improving.

What activities and options are available to pupils?

There is a full programme of extra-curricular activities at lunchtimes and after school. The programme is regularly in the newsletter. There is also an extensive programme of visits and journeys which are related to the curriculum, as well as opportunities to learn in more flexible ways on the Enrichment Days and the Activities Days at the end of the summer term.

GCSE options are written around pupil choices. We expect all pupils to follow a broad, balanced curriculum. All girls are expected to study Double Science (Triple Science is an option) and a language and either History or Geography. They are also encouraged to take one Art and one Technology subject. However, we aim to produce a set of options suited to each pupil's interests and aptitudes and will negotiate the subject choices at the stage of the options interview. Some vocational courses are also offered e.g. BTECs in Media and Business, Health and Social Care as well as a hairdressing course (subject to demand).

Similarly, we try to meet the needs and aspirations of students at A Level and a number of subjects have been added to the offer in recent years, including Film Studies, Economics and a Textiles option within the Design Technology course.

What do our pupils do after Year 11?

After Year 11 most students remain in education, progressing on to A Level study at QEGS or elsewhere or choosing a more vocational path at an FE college. A small number of girls join the One Year 6th. This offers an opportunity to gain qualifications in English and Maths, as well as additional GCSEs which will enable some to move on to Level 3 courses at QEGS or elsewhere. For others, it provides an opportunity to mature before moving on to work or training. The various routes are shown in the table below.

Destinations of Pupils at the end of Year 11, 12 and 13

Aged 15 at start of year	Aged 16 at start of year	Aged 17 at start of year
Total number in age group: 182	Total number in age group: 136	Total number in age group: 102
% age who have since commenced:-	% age who have since commenced:-	% age who have since commenced:-
A course of at any school or any course of further education: 96.7%	A course of at any school or any course of further education: 94.1%	A course of at any school or any course of higher or further education: 81.4%
Employment with training: 1.67%	Employment with training: 1.5%	Employment with training: 2.9%
Those who fall into any other category: 0.5%	Those who fall into any other category: 0.7%	Those who fall into any other category including taking a gap year: 13.7%
Those unknown: 1%	Those unknown: 3.7%	Those unknown: 2%

What have we done in response to Ofsted?

Our last Ofsted inspection was in November 2007. The key issue at that time was the introduction of more vocational options. This has happened, including the opportunity to study Diploma qualifications. However, there has now been a change of emphasis nationally so we do not plan to extend the vocational offer any further.

We do not expect an Ofsted before at least 2012, however we will be ensuring that we are familiar with the new framework. As an outstanding school, it may be that we will not receive a further inspection if results remain strong, however we have strong monitoring procedures in place to ensure that teaching and learning continue at excellent levels.

Information about our 6th Form

Our results this year:

The average A2 total point score (QCA) **per student** was 711.8, an increase from last year of 51.24. The average total point score (QCA) including AS and A2 was 793.2 compared to last year's figure of 745.97. The average point score **per entry** for A2 was 229.7; an improvement on last year's 222.94.

We have achieved our highest ever average UCAS point score and points per entry with figures including A2 and Y12 AS subjects, subsequently dropped were 320.3 per student and 91.4 per entry.

The higher grade pass rate (A* - B Grades) was 59.5% and has improved on last year's percentage by over 11%. The A*/A Grades have improved by 7.2% to 26.3%. 9.8% of students achieved 3 A*/A Levels whilst 99% of students achieved 2 A*-E A Levels.

FFT (Fischer Family Trust) estimates suggested the Year 13 would achieve 79% A* to C and we achieved 85% A* to C. It suggested a 99% pass rate and we achieved this (99.1%).

The Alps system measures value added or progress during the A Level course in relation to GCSE results. Our value added this year is rated as excellent as "excellent" (around the 89th percentile) which maintains our strong record of girls achieving (on average) in excess of predictions based on GCSE results.

How have our results changed over time?

Our results continue to improve over time, although this is not always a smooth line, reflecting differences in cohorts. What is consistent, is the very high level of progress achieved by students of all abilities with Alps showing value added as outstanding or excellent over a period of ten years.

What have been the successes of the 6th Form this year?

The excellent levels of progress achieved by the girls is again a real success of the 6th Form. A high proportion of students go on to university and we were very pleased that a large number achieved their first choice of destination despite the well known difficulties of university entrance this year. A full listing is on the school website.

We are very pleased that we have been able to improve facilities for the 6th Form by building the Lindani building, creating a teaching base for subjects such as Psychology, Sociology and Government and Politics which will undoubtedly help teaching and learning and the development of subject identity.

What are we trying to improve in our 6th Form?

We continue to strive to maintain and improve the quality of teaching and learning in the 6th Form. We are also keen (within the financial constraints) to respond to demand for new subject choices so we have introduced Economics this year. We are also keen to encourage girls to pursue areas where there are strong career opportunities and are pleased with the growing numbers studying Maths, Further Maths, Design Technology and ICT.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us: on 020 8449 2984 or office@qegschool.org.uk or via the website <http://www.qegschool.org.uk>