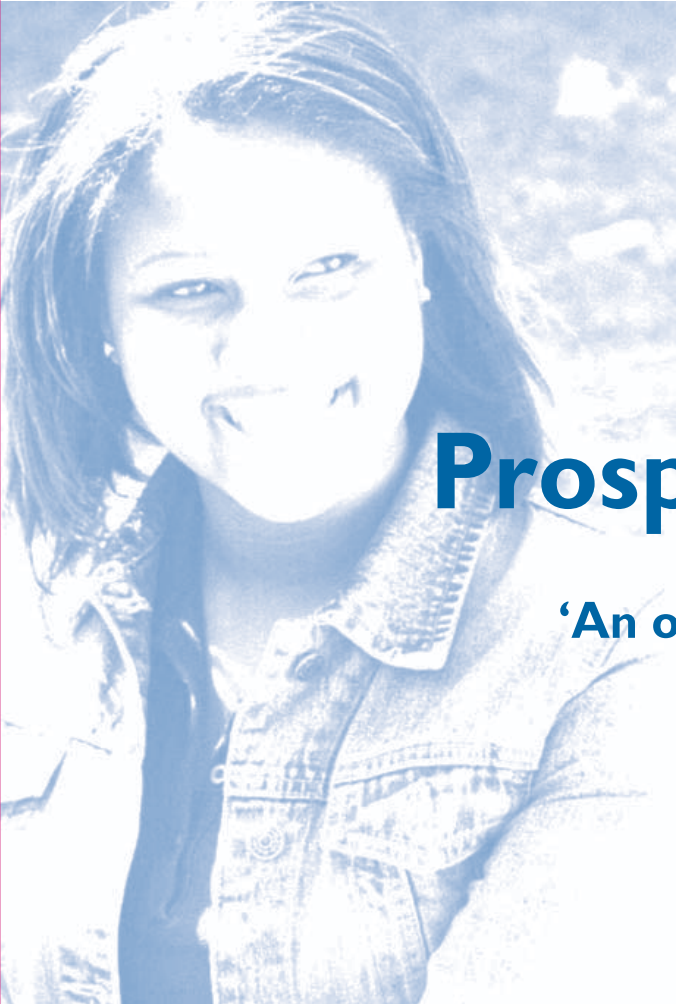




Specialist status in Media Arts and
Mathematics and Computing

Girls' School



Prospectus 2010

'An outstanding school'
Ofsted 2007



Queen Elizabeth's





The School Aims

We aim to:

- Establish an ethos of high expectation and high achievement in work and behaviour.
- Ensure each of our girls achieves her best and develops a sense of self-confidence and self-esteem.
- Provide a quality of experience which respects each student as an individual who is valued for her talents, be they academic, social, cultural or sporting.
- Enable every girl to respect other people and to value their diversity.
- Encourage each student to contribute positively to the school and wider communities.

Hilary Chamberlain

Chair of Governors



Welcome to Queen Elizabeth's Girls' School

At Queen Elizabeth's we have high standards and high expectations and we aim to help each and every student to succeed. A love of learning is our priority and girls are offered a progressive curriculum to prepare for life in the 21st century. We are proud of our achievements. The school has continued to progress over recent years and was again judged as 'Outstanding' by Ofsted in November 2007. QEGS has had a specialism in Media Arts since 2004 and in Mathematics and ICT since April 2009. Specialist Status has enabled us to broaden the curriculum whilst maintaining and improving attainment in all areas of study.

QEGS provides a high quality education within a supportive pastoral system which allows our students to achieve beyond expectation and to be challenged to improve on their personal best. The calm, caring and purposeful learning environment is a hallmark of the school and an important ingredient of our success.

We help the girls to develop as confident, independent, flexible, self-disciplined and considerate young women who will be able to contribute positively and lead in the community and the workplace. Your daughters will be offered many opportunities outside the classroom and we hope that they will enjoy being a member of our school community.

Relationships are based on mutual respect; we place a high value on courtesy and consideration for others. We work in partnership with parents and value your support in encouraging your daughters to make the most of the opportunities at QEGS.

Students will be pleased to show you around and to share our enthusiasm for learning and our pride in Queen Elizabeth's Girls' School

Kate Webster

Headteacher

"Achievements and standards are outstanding" Ofsted 2007

. . . more than just a school





Welcome

We are proud to be a Community Comprehensive School. We provide a broad and balanced curriculum which offers girls excellent learning opportunities and challenges them not just to acquire knowledge and understanding, but to develop the skills and flexibility which will enable them to participate confidently in the rapidly changing and increasingly technological society of the 21st century. Students' achievements in all areas of school life are recognised and rewarded. Merits, Commendations, Awards for Distinguished Work, presentations in assemblies and on Commemoration Day, postcards home and communications in the newsletter are all used to help celebrate achievement.

We are pleased that our truly comprehensive intake has achieved sustained improvements in attainment in public examinations and that high standards are achieved across the curriculum and in extra-curricular activities.

“Achievements and standards are outstanding” Ofsted 2007



Organisation of the School

In Years 7-11 the 180 students are organised into seven mixed-ability form groups. Forms consist of 25 or 26 students which enables



each girl to benefit from individual attention. A wide variety of teaching and learning strategies are used to deliver the curriculum, so that each student is stimulated and different learning styles are catered for. We aim to provide a balanced curriculum through high-quality, well planned, well organised teaching. The curriculum is kept under constant review so that it remains relevant, coherent and challenging. We build on established good practice, striving to enhance the pupil experience in all areas.

The curriculum offered at Queen Elizabeth's Girls' School meets the requirements of current legislation. The school operates a fortnightly timetable, with five 60 minute lessons each day. Thus the taught week is 25 hours in both Key Stage 3 and 4.

In Key Stage 3, the National Curriculum is followed, with the addition of Drama. In Years 7, 8 & 9 all girls follow the same curriculum. Teaching is in mixed ability groups, except in mathematics, in which students are set from Year 7. All study French and Spanish in year 7. Languages are taught in setted groups from Year 8 and girls study one or two languages depending on aptitude. Information Technology is delivered both through discrete lessons, as well as through other subject areas.

At Key Stage 4, we offer a challenging curriculum which meets all the requirements of the National Curriculum whilst allowing students some degree of choice to develop particular aptitudes and interests.

high expectations

All students study English and English Literature, Mathematics, Science and a Modern Foreign Language. We expect that the majority of our students will take a dual award (2 GCSEs) in Science, or 3 separate sciences. We also recommend that all students include a Humanities subject, an Expressive Art and a Technology subject among their option choices. All subjects are studied to GCSE level.

high standards

Students also follow a course in ICT (equivalent to 1 GCSE). Non-examined courses in PE, RE and PSHE, including Citizenship, are also part of the core curriculum.

A range of vocational courses is offered, both at QEGS and in partnership with the college and other schools, including Performing Arts, Business, Media, Health & Social Care and Hairdressing.

high achievement

Many of our students, as well as a significant number of new entrants, continue into the “successful and growing” (Ofsted) Sixth Form. Most students will choose to study four AS Level courses in Year 12, reducing to three A2 subjects in Year 13. Some students select a one year course with vocational and arts elements. In addition to the wide and varied choice of option subjects, all students are also encouraged to participate in the broad enrichment curriculum on offer. They are attached to a tutor group and there is a full programme which prepares them for entry to Higher Education. Whatever their future academic or career route, our students are supported and receive individual advice and counselling from a dedicated and experienced 6th Form tutor team.

“Teachers have high expectations of the pupils”

Ofsted 2007



Supporting Learning

Achievement is the focus for all school activities. Learning takes place in a well disciplined environment and pupils are encouraged to be actively involved through investigation, discussion, practical work and research.

More detail is available in the school policies which cover aspects of the curriculum such as Literacy and the policy for Gifted and Talented students.

Homework is an essential part of our approach to learning. Every pupil will be set two or three pieces of work each evening. The work will take a variety of forms, including research using the Library or Internet, collecting data, watching and commenting on television programmes, in addition to reading, writing and revision or learning tasks. Parents will be given a copy of the homework timetable and are asked to sign the student planner every week. This is an important channel of communication between the parent and form tutor.

A homework club is available most evenings after school to enable girls to work in school with staff support and supervision. Students also have access to the ICT rooms during breaks and after school.

“Teaching and learning are outstanding”

Ofsted 2007



Transition from Primary School

We recognise that the transfer to secondary school is an important time in a student's life. We make every effort to ensure that this transition is as smooth as possible. We want parents and girls to feel confident about their choice of secondary school. We have very close links with our feeder primary schools and the Head of Year 7 visits these in the summer term to meet students and staff. Following this, parents are invited into school to meet senior staff, form tutors and parents from QEGSA. In July, the girls spend a day in Queen Elizabeth's when they meet their form tutor, other students in their form and have a taste of what life at QE will be like. This support continues with induction activities in the first week of term and a team-building day later in the half term, all of which help students to be organised, successful, independent, confident learners. QE rightly has an outstanding reputation for the care given to new year 7s.



Inclusion and Learning Support

The Special Educational Needs and English as an Additional Language staff work closely with subject teachers to ensure that all girls have equal access to the curriculum. Students are encouraged to maximise their potential in each subject through in-class support and differentiated teaching materials.

Students who have specific learning difficulties are encouraged to use IT resources to help with written work and spelling. Lunchtime literacy workshops and after-school homework clubs provide additional support for a wide range of students. Students who need additional support are carefully monitored through the reporting and recording systems and parents are involved in the regular reviews of their daughter's progress.

"... outstanding arrangements for their (Yr 6) induction ..."

Ofsted

"Pupils with learning difficulties make outstanding progress"

Ofsted 2007





Pastoral Care

Great emphasis is placed on positive pastoral care to ensure the well being of each girl and her success in the school. The care system is based on the year group and described by Ofsted as “outstanding”. The tutor normally moves with the form through the school. A member of the Leadership Team, Head of Year and Form Tutor oversee the monitoring of each pupil’s academic, social and personal development. Great emphasis is placed on getting to know the individual child and ensuring that her needs are being met. All students’ progress is closely monitored and regularly reported to parents via reports, academic reviews and parents’ evenings.

“The quality of both academic and pastoral support for pupils is outstanding”

Ofsted 2007

Students are encouraged to work hard and take an active part in school life. The Awards and Rewards scheme recognises students’ academic and social contributions. We encourage the development of self-discipline and this is supported by the school’s Code of Conduct and Equal Opportunities Policy which have both been developed in consultation with the pupils through the School Council.



Personal, Health, Social and Citizenship Education

The PHSCE programme is followed by all students in Years 7-11. Under the broad areas of Careers, Health and Citizenship education we deal with a wide variety of important issues so that students develop an awareness of responsible decision making and are more confident to meet the demands of the adult world. Great emphasis is placed on developing the ability to discuss and to work in small groups since these are skills which are essential in all areas of the curriculum and in later life.

We have worked hard at forging close links with the local community. Visitors frequently come in to school to help in raising awareness, to make an impact on particular issues and assist students in gaining a better understanding of the social and commercial communities.

“A particular strength of the school is its personal, social and health education provision”

Ofsted 2007



... meeting the challenges.





Careers Education and Guidance – Connexions

All students will benefit from our Careers Education and Guidance programme, which is taught through Years 7-13 as part of the Personal Health, Social and Citizenship Education course.

The school has a part-time Connexions Adviser and a very well equipped Connexions Centre which provides an excellent range of information and resources on careers and all Connexions topics. The adviser can provide services in addition to careers advice to help the school to support young people. More intensive support is given to students who may be facing issues in their lives, such as educational choices, health problems, family relationships, bullying, truancy or financial matters.

Since July 1999 the School has held the nationally recognised “Investors in Careers Award”. We were delighted to receive this award as it gives public recognition to the high quality of our provision for Careers Education and Guidance.

Work Experience and work shadowing form an integral part of the programme for senior pupils. All Key Stage 4 students are given the opportunity of two weeks’ work experience during their GCSE course. This offers an excellent experience of the world of work, and also serves to further motivate girls as they approach GCSEs. In Year 12 students complete a further period of Work Shadowing, which can greatly assist in making decisions about careers and higher education choices.

The comprehensive careers and guidance support is available at key points such as option choices at 14, post 16 choices of A Levels, college courses and training and higher education. This together with outstanding teaching enables our students to access places at a wide range of prestigious universities.

*In the 6th Form . . .
“Students make
outstanding progress”*

Ofsted 2007



Sex and Relationships Education

Sex and Relationships Education is taught within the Health Education programme in PHSCE and in National Curriculum Science lessons. Issues relating to Sex and Relationships Education may also arise in other subject lessons, which are not part of the formal programme; this is particularly the case in Religious Education, Drama and English.

In PHSCE units of work are planned to provide opportunities and development in pupils’ knowledge, skills and understanding, and to take account of their level of maturity. The school’s policy document on Sex and Relationship Education is available on request from the school office.

Parents have the right to withdraw their children from any or all parts of a school’s programme of sex education, other than those elements which are required by the National Curriculum Science Orders. Any parent wishing to exercise this right should put their request in writing to the Headteacher.

*“Their spiritual, moral and
development is outstanding.
They are also very well prepared
for their future lives”*

Ofsted 2007



Partnership with Parents

We recognise and appreciate that quality education requires close cooperation between the school and the home and we want parents to feel involved in the life of the school. If any aspect of your daughter's education causes you concern, please let us know.

Regular Communication: The team of Form Tutors is led by the Head of Year, who is the person you should contact initially about any aspect of your daughter's school life. She will know whom to consult and will be able, where necessary to arrange for you to meet the Form Tutor or anybody else concerned.

Academic Review Days and Parents' Evenings are held for each year group providing the opportunity to talk to tutors about your daughter's progress. Additionally for parents of Year 7 pupils, QEGSA organise an evening to meet the Head of Year and Form Tutors in September.

In addition, Records of Progress and Interim Reports are brought home to parents and these give details of your daughter's progress in each subject. The Form Tutor will also provide comments about your daughter's progress and she herself will be required to set targets for future improvement.

"Enrichment education is excellent"

Ofsted 2007

A school newsletter is produced weekly on a Friday. It is also on the website. A range of other letters and invitations to school functions will be brought home by your daughter from time to time.



Extra-curricular Activities and School Trips

A varied programme of activities takes place at lunch-times and after school. Clubs are offered in a wide range of sports and teams regularly compete with other schools and in Borough competitions. Music, Dance, Drama and Art all contribute to a vibrant programme in the visual and performing arts, this is recognised through the Artsmark award. There is a variety of choirs, orchestras and musical ensembles for musicians of all abilities. Other activities include the Environment group, reading groups, as well as subject related clubs and study support. Many clubs have developed from the interests and enthusiasm of pupils and are led by the students themselves.

Opportunities for learning outside the classroom are important. There are many trips, in and beyond the school day. These include visits to museums, art galleries and theatre, foreign language trips and history and geography field-work in the UK and abroad. Activities Days take place at the end of the summer term.

Queen Elizabeth' Girls' School Association (QEGSA)

QEGSA is the Parents' Association and it aims to provide one of the vital links in communication between the school, governors and parents. As well as supporting the school through fund raising and providing refreshments at school occasions, it also gives parents the opportunity to meet one another through social events.

Membership is automatic for parents. You are encouraged to be actively involved so that the Association can provide the school with additional equipment which is often outside the scope of the financial budget. QEGSA has financed various projects within the school, such as the minibus, picnic areas and has assisted with the new Media, Canteen and Library facilities through its Development Fund to support the school.



Queen Elizabeth's Girls' School
High Street
Barnet
Hertfordshire
EN5 5RR



Tel: 020 8449 2984 Fax: 020 8441 2322

Email: office@qegschool.org.uk

www.qegschool.org.uk