



**Girls' School**



**Queen Elizabeth's**



# Prospectus 2015



Founded 1888 – 125 Years of Excellence in Girls' Education





## 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 Girls' School we have high standards and high expectations. We aim to help each and every student to succeed and to 'be the best she can be'. A love of learning is our priority and girls are offered a forward looking, but balanced curriculum to prepare for life in the 21st century.

High quality teaching and learning is at the heart of all we do. As Ofsted (2014) affirmed, our girls 'show a desire to learn'. We do not have 'state of the art' buildings, but pupil success is based on excellent pupil-teacher relationships and enjoyment of school work.

Outstanding teaching goes hand-in-hand with 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 are proud to be one of the oldest state girls' schools in the country. This history and tradition enriches school life, as does the diversity of the local community we serve. As Ofsted confirmed, our girls leave us "as confident, articulate young adults". 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.

The information in this prospectus is developed in more detail on our website. A visit to our Open Evening or during the day is recommended; our 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*

*"The head teacher has a clear vision and passion for the success of her students and this is shared by the senior leadership team"*







...more than just a school



## Curriculum and Organisation

We provide a broad and balanced curriculum which offers girls excellent learning opportunities. They not only acquire knowledge and understanding, but 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. Effort, progress and achievement are celebrated in a wide variety of ways.

We are pleased that our truly comprehensive intake achieves highly in public examinations. Progress and value added are consistently strong in relation to starting points. All groups making good progress. Our high expectations deliver high standards across the curriculum and in extra-curricular activities.

*“Students behave well in lessons and around the school and they are eager to learn”*

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. High quality teaching and learning is a priority and is closely monitored to ensure each pupil can achieve her best.

The curriculum is kept under regular 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 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 largely in mixed ability groups. In mathematics students are set from Year 7. All girls study Spanish in Year 7. Languages are set from Year 8 and able linguists also take up French. Information Technology is delivered through discrete lessons, as well as through other subjects. More detail of the work covered is on the school website.



At **Key Stage 4**, we offer a broad and balanced curriculum. There is an emphasis on traditional academic subjects, but there is also some flexibility to enable students to develop particular aptitudes and interests.

All students study English and English Literature, Mathematics, Science (dual or triple award). Most study Spanish or French and History or Geography.

We also recommend that all students include an Expressive Art and a Technology subject among their option choices.

Students also follow examined courses in IT and Religious Studies. Non-examined courses in PE and PSHE, including Citizenship, are also part of the core curriculum.

A range of vocational courses is offered, both at QEGS or at college, including BTEC Health & Social Care and Hairdressing.

Many of our students, as well as a significant number of new entrants, continue into the Sixth Form, where they make excellent progress. In the 2014 inspection Ofsted judged the 6th form to be 'good'. Most students will choose to study four AS Level courses in Year 12, reducing to three A2 subjects in Year 13. The Extended Project qualification is also available. In addition to the wide and varied choice of option subjects, students are also encouraged to participate in the broad enrichment curriculum. They are attached to a tutor group and there is a full programme which includes preparation 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.

*“The most able students make good progress”*



## 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 available on the website, 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. Work often makes use of the school's Managed Learning Environment. 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.

*“Achievement in the 6th form is good”*



## 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. Ofsted described this provision as very effective and commented on girls' excellent progress. 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.



## 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. QEGS rightly has an outstanding reputation for the care given to new Year 7s.

*Additional adults are used effectively to support learning*





## Pastoral Care and Behaviour for Learning

Great emphasis is placed on positive pastoral care to ensure the well-being of each girl and her success in the school. The tutor normally moves with the form through the school. A member of the Leadership Team, Head of Year and Form Tutor oversee each pupil's academic, social and personal development. Getting to know the individual child and ensuring that her needs are met is a high priority. All students' progress is closely monitored and regularly reported to parents via reports, academic reviews and parents' evenings.

*“Strong relationships are found throughout the school. As a result of this, behaviour is good and the school is a very safe place”*

Students are expected and 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 require high standards of behaviour. This is supported by the school's Code of Conduct which is regularly reviewed 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. The school has won awards for several aspects of its programme.







... meeting the challenges.





## Careers Education and Guidance

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

The school has a well-equipped Careers Centre which provides an excellent range of information and resources on careers and Higher Education. We employ an external careers adviser to supplement the programme.

Work Experience and work shadowing form an integral part of the programme for senior pupils. Currently, girls undertake a week of work experience in Year 10. This offers an excellent experience of the world of work, and also serves to reinforce high aspirations as girls approach GCSEs. In Year 12 students complete a further period of Work Shadowing, which can assist in making decisions about careers and higher education choices or provide experience which is essential to university application in subjects such as medicine.

Careers 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 be extremely successful in accessing their preferred university courses.

*“Students leave the school as confident, articulate young adults”*



## 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 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 the school website.

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.

*“The school’s provision for spiritual, moral social and cultural development is a strength of the school”*



## Partnership with Parents

We recognise that high quality education requires close co-operation 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 who to consult and will be able, where necessary, to arrange for you to meet the Form Tutor or other staff member.

Progress Review Days and Parents' Evenings are held for each year group, providing the opportunity to talk to tutors about your daughter's progress. There are other information evenings for parents as part of the Time4Us programme.

In addition, reports are issued termly and these give details of your daughter's progress. The Form Tutor will also provide comments about your daughter's progress and she herself will be required to set targets for future improvement.

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.

*"The students experience a rich and varied extra-curricular provision, from attending the theatre to visits to other countries, to support their learning"*



## 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. There are a number of other 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 fieldwork in the UK and abroad. Activities Days take place at the end of the summer term.

### Queen Elizabeth's Girls' School Association (QEGSA)

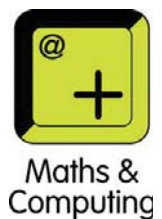
QEGSA is the Parents' Association. It aims to provide one of the vital links in communication between the school, governors and parents. As well as supporting the school through fund raising, it also gives parents the opportunity to meet one another through social events.

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 minibuses, picnic areas, ICT equipment, and the Library redevelopment through its Development Fund.





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