



Independent Schools Inspectorate
Inspection Report

Queen Elizabeth Grammar School
Senior School
February 2010

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Queen Elizabeth Grammar School

The junior school was inspected at the same time and a separate report published.

Full Name of the School	Queen Elizabeth Grammar School
DCSF Number	384/6115
Registered Charity Number	1088415
Address	154 Northgate, Wakefield WF1 3QX.
Telephone Number	01924 373943
Fax Number	01924 231603
Email Address	office@qegsss.org.uk
Headmaster	Mr Michael Gibbons
Spokesman (Chairman of Governors)	Mr Dennis Wheatley
Age Range	11 to 18
Gender	Boys
Inspection Dates	9th to 12th November 2009

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002 as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as amended with effect from January 2005, May 2007 and February 2009.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. INTRODUCTION

Characteristics of the School

- 1.1 Queen Elizabeth Grammar School, Wakefield, is a grammar school, for boys aged from eleven to eighteen, which was founded by royal charter in 1591 and which moved to its present site in Northgate, not far from the city centre, in 1854. It belongs to the Wakefield Grammar School Foundation of five schools, all of which are within a few minutes' walk of each other and share a single governing body.
- 1.2 Since the last inspection in 2003, additions have been made to the school facilities including a new Learning Resource Centre, Sixth Form Centre, Theatre, Reception Hall, housing for the English department, refurbished mathematics, information and communication technology (ICT) rooms and Dining Hall. The school has established a faculty system.
- 1.3 The school states its main aims as being: to fulfil an individual's academic potential; to encourage high standards of personal behaviour and the development of moral and spiritual values; to encourage a sense of personal worth and an awareness of the needs of others within and beyond the school; to encourage understanding and co-operation between pupils, parents and teachers; and to develop an understanding of the outside world, through international links, introduction to the world of work and concern for the less privileged.
- 1.4 The school takes boys from West Yorkshire, and more particularly the districts of Wakefield, Barnsley, Doncaster and Huddersfield which include some areas of significant social and economic disadvantage. One-tenth of the boys are from ethnic minorities.
- 1.5 Entrance to the school is by an entrance examination and interview. Junior School pupils are assessed internally before transfer. Standardized national tests taken on entry show that the ability profile of the school is well above the national average. If pupils are performing in line with their abilities, their results in public examinations will be well above the average for all maintained secondary schools.
- 1.6 At the time of the inspection the school roll numbers 740, of whom 195 are in the sixth form. The school has no boy with a local authority statement of special educational needs but the school has identified 46 boys whom it regards as needing extra support of some kind, and it gives that support. For all the boys, English is the main language.
- 1.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 The quality of the educational experience provided is outstanding. The school is successful in achieving its ambitious aims, to fulfil an individual's academic potential, to encourage high standards of personal behaviour and the development of moral and spiritual values, to encourage a sense of personal worth and an awareness of the needs of others within and beyond the school. Since the last inspection, the school has enhanced and improved provision in some areas, showing good progress.
- 2.2 The stimulating curriculum provides a wide range of subjects, with enough time for each, throughout the school. Since the last inspection, the school has revised its option system for Years 10 and 11 to give further choice in the way that subjects can be combined, something welcomed by boys and their parents. The curriculum is supported by an exceptional range of extra-curricular activities, which enables the boys to enrich their school lives through participation in music, drama, sport and educational visits to local and more distant places of cultural interest.
- 2.3 The education as a whole gives boys experience in the full range of educational experiences and disciplines and makes provision for mastery of the arts of speaking, listening, literacy and numeracy. Boys have many opportunities to develop their English in lessons, debating societies, public speaking and modern languages. Beyond mathematics itself, other subjects develop numeracy abilities, such as science and geography. The enhanced provision of ICT facilitates its widespread and competent use. Physical development is nurtured through the extensive physical education (PE) and games programme. The provision of separate sciences, French, German and Spanish, as well as Latin, is a strength of the curriculum, and Greek is offered with lunchtime lessons to GCSE level. The opportunities provided in music, art and drama valuably support boys' creative and aesthetic development. Examples seen include the extraordinarily vibrant art work, the swing band and the rehearsals for next term's production of *Romeo and Juliet*. A number of academic subjects provide scope for independent learning, and the many opportunities for both enhancement and intellectual challenge that the school has developed since the last inspection. Curriculum planning throughout the school is outstanding. Departmental and faculty documentation is valuably detailed and consistently clear. All boys have equal access to the curriculum and other activities. Curricular and other links with the Junior School are strong.
- 2.4 Boys' experience of personal, social and health education (PSHE) reflects the school's aims and ethos and is enriched by extra-curricular activities, conspicuous links with the community, and apt provision for voluntary service and work experience. The meticulously prepared schemes of work for PSHE are a useful resource. Form teachers use them in form time, and items from them are also taught across the curriculum.
- 2.5 Parents praised the opportunities for extra-curricular activities. These exist for sport, music, art, drama, and the many other clubs and societies that have been founded, which the boys themselves mainly run. Extra-curricular activities are a major factor in the development of the personal qualities of the boys. First class provision exists for the talented in sport, but wide participation is encouraged. An extensive programme of trips in England and abroad, of expeditions, outings, field trips and theatre trips extends horizons.
- 2.6 The preparation of boys for the next stage of their education is effective. Sixth form boys spoke appreciatively about the school's active encouragement of work experience and subsequent provision of careers advice and guidance with their university applications. Boys

are provided with a great deal of information about universities and possibilities; they visit universities, and speakers from Oxford, Cambridge and elsewhere visit the school.

- 2.7 Provision for boys with learning difficulties or disabilities is excellent. The specialists give individual help in the learning support centre and provide useful information about the specific needs of boys, as well as clear guidance for all teachers on how best to help them. Extra help is provided for boys in various departmental clinics. Boys are helped by programmes for the development of study skills and examination revision. Teachers provide informal support in class, at break times, after school and, more formally, during lunchtime clinics where boys can ask for extra help or which they may be required to attend.
- 2.8 The school meets the regulatory requirements for the curriculum [Standard 1].

Pupils' Learning and Achievements

- 2.9 The quality of learning and achievement is good, and often outstanding, meeting the school's aim to fulfil each individual boy's academic potential. The boys are excellent learners. Standards have been maintained since the last inspection, and there has been an improvement in the boys' ability to work independently.
- 2.10 At all ages within the school, boys demonstrate good critical and creative thinking and understanding, and acquire good levels of knowledge and competence, particularly in speaking, listening, reading, writing, mathematical competence, logical and independent thought and use of ICT. Their ability in critical and creative thinking is evident in many aspects of their work in, for example, the precision that they demand of each other when translating from Latin, the ingenuity they show in finding the right English expression, the excellent examples of tonal drawing seen in art and the high levels of refined skills seen amongst the older rugby players. Boys develop as confident and persuasive communicators. They are articulate and have a refinement of language that enables them to adapt to the context and circumstances. For instance, in interviews with inspectors, they proved to be good listeners, taking the point of questions and addressing precisely the issues raised, with courtesy and skill.
- 2.11 Highly developed levels of reading appertain throughout, even in the junior years, as was seen in a Year 7 history class where pupils were quickly able to assimilate information from a complex article on the Anglo-Saxon invasion. Boys make excellent use of their mathematical understanding not just in mathematics itself but throughout the curriculum, as was seen in a Year 8 physics lesson, where boys were able to calibrate thermometers. Their use of ICT is good. The development of ICT skills and the application of boys' understanding of a broad range of software make them competent in using the range of equipment available to further their learning.
- 2.12 No significant differences in relative attainment between different groups of boys, subjects or curricular areas exist. The school's results in public examinations are good in relation to pupils' abilities. Results in GCSE, in the last three years for which national comparative data was available at the time of the inspection, have been good, well above the national average for pupils in all maintained secondary schools and close to being far above that level, and also broadly in line with the average results of pupils in all maintained selective schools. In the same years, A level results have been good, well above the national average for girls and boys in all maintained schools and in line with those of girls and boys in selective schools, even though girls do better than boys nationally. Mathematics is the school's largest A-level entry with biology next, followed by English and chemistry.

- 2.13 Boys achieve outstanding success in a wide range of individual and team activities. The effectiveness of music in the school is reflected in the high standards of extra-curricular music, as seen in such achievements as school ensembles playing at the National Festival for Youth Music and the Youth Prom at the Royal Albert Hall. Team sports are a notable strength of the school. Boys have been selected for national squads in rugby, cricket and hockey and boys are regularly selected to join professional rugby squads. There are currently four former pupils in premiership squads. The Under 15s rugby team reached the *Daily Mail* Cup Final in 2005, and the Under 16s team won the Rosslyn Park 7-a-side competition in 2006. Thirty boys represent their county in a wide variety of sports. The school were the winners of the Toyota Solar Technology Challenge this year and also achieved Young Geographer of the Year and the Times Business Writer of the Year awards. There is regular success in the Maths Olympiad with boys qualifying for the British Olympiad. Since 2004, fifteen boys have been awarded Arkwright Scholarships in design and technology, as well as receiving music certificates at all levels in a variety of instruments and up to gold standard in the Duke of Edinburgh's award scheme.
- 2.14 The boys take notes and formulate their ideas well. Tasks carried out in a variety of subjects clearly show that boys are able to organise their work independently, and the high quality of their presentation indicates their commitment to their work. Independent note taking and research is an expectation in many subjects; excellent notes, for example, were seen in a sixth form chemistry lesson on pH curves, acids and bases. Boys are generally good at organizing their work and present their ideas in a cogent manner. Study and organisational skills introduced through the tutor programme are evident in classroom practice.
- 2.15 Excellent faculty-wide examples of successful initiatives to encourage independent learning were seen, as, for example, in the humanities faculty where every lesson included some aspect of independent investigative work. In English, imaginative guides to independent study have been produced for all year groups stimulating the boys to go beyond the basic requirements and to produce excellent work on their own, for instance on a particular writer.
- 2.16 Boys have exemplary attitudes towards work and study. In lessons and activities, they can work productively alone, in small groups, or in pairs in pursuit of the learning objectives set. Excellent examples of collaborative learning were seen in a sixth form biology lesson on chromosomes, where boys co-operated in laboratory techniques. Boys settle quickly to class work and are eager to co-operate with their teachers. Pupils' enjoyment is a feature of many lessons, helping to create a positive atmosphere that supports learning.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.17 The quality of boys' spiritual, moral, social and cultural development is outstanding and fully meets the aims of the school, which encompass high standards of personal behaviour and the development of moral and spiritual values, a sense of personal worth, an awareness of the needs of others within and beyond the school and an understanding of the outside world, through international links, introduction to the world of work and concern for the less privileged. Boys' personal development has further improved since the high quality reported at the last inspection.
- 2.18 Boys develop well spiritually, acquiring a sense of identity, self-respect and self-confidence, looking to find meaning and purpose in life, and exploring values and beliefs and the way they affect people's lives. Spiritual values are reflected in the school's pastoral organisation and its daily life; pupils are aware of these values and learn from the whole of their life at the school the value of the spiritual. Boys have a real sense of their own identity within the context of the school. This spiritual well-being is an important factor in their disciplined approach to their work and to their behaviour. They show self-confidence and feel valued

because they are known as individuals, and their achievements are recognised and acknowledged. The spirit of community is strong; on the school's Information Day for prospective boys and their parents, the whole school turns out on a Saturday morning. The pupils are sensitive to others, thoughtful, reflective and appreciative of their opportunities in life. Boys of religions other than Christianity, such as Islam, are given opportunities and encouragement to practise their faith.

- 2.19 Moral development is excellent. The boys have a well-developed sense of right and wrong. They exhibit positive behaviour in class and around the school. The rules of the school are to be found in all school planners and are accepted and understood by all pupils. In assemblies for both Years 8 and 9, pupils responded to talks on the importance of obedience and how to distinguish right from wrong.
- 2.20 The boys' social development is strong. They relate positively towards each other and are supportive and caring. They work and play happily together. They are most courteous and have a high level of social arts. They also develop excellent relationships with staff. Prefects do important work around the school, and set and maintain standards. Prefects are attached to younger forms so that the sense of continuity in the school is enhanced and the good habits of one generation are passed on to the next. Their knowledge of public institutions is formed initially through the PSHE programme and lessons such as history and religious education (RE), and honed by their involvement in mock elections and the schools' councils. They see the relevance to life today of their studies. Sixth formers in a classical civilization lesson reading about the crew of Odysseus being captured by Circe and turned to swine, freely discussed the qualities of leadership displayed by Odysseus, such as his bravery and concern for all his men, and gave examples of situations today where such leadership is still needed.
- 2.21 The boys' awareness of their own culture and their awareness of other cultures is excellent. They develop an appreciation of art and they understand the influences which have shaped their cultural heritage. This awareness comes through a variety of visits and trips including those to castles, museums and theatres and is highlighted in subjects such as history and RE. Experiences connected with literature further enhance boys' understanding as seen in their taking part in, with girls from their sister school, plays such as *Romeo and Juliet* and an adaptation of *Animal Farm*. The boys respond well to what the school offers such as lectures at lunchtime where teachers and external speakers from Cambridge and other universities speak about such matters as life in the Middle Ages in Yorkshire. The boys have a sound awareness of other cultures. Numerous trips away from the school, both within this country and abroad, encourage this. Pupils debated sensitively, in a sixth-form French lesson, the problems immigrants face integrating into a different country. In RE, boys are involved and interested in other religions as, for example, when Sikhism is examined and its relationship with other religions. This is a mixed school ethnically where ethnicity is not an issue with the boys. During the inspection, at morning break on Remembrance Day, the pupils respected the two minutes silence and a sixth-former played the Last Post while boys prayed before the school's own fine war memorial, with local people joining in.
- 2.22 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.23 Teaching is consistently of a good quality across the school, in line with the school's aim of enabling each boy to achieve his potential. The quality of teaching has been maintained since the last inspection. In a significant number of lessons seen, teaching was outstanding. Parents who responded to the pre-inspection questionnaire confirmed that teaching helps their children to make good progress.
- 2.24 In all subjects, teaching cultivates the intellect and enables boys of all abilities to acquire new knowledge, make good progress, increase their understanding and develop their skills. Those boys with learning difficulties or disabilities are given work which is well matched to their needs, and they are always supported well in class. Teachers make effective use of Individual Education Plans to enable them to make progress. The quality of teaching owes much to the excellent relationships between staff and pupils.
- 2.25 Teaching fosters in pupils the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves, something which has developed since the last inspection. Working in pairs, members of a sixth form biology class, studying chromosomes, were in effect teaching and learning from each other. In a small number of lessons, teaching lacks imagination. Sometimes teaching relied unduly on commercially-produced worksheets unsuitable for pupils at this school since they were insufficiently challenging.
- 2.26 Flair and enthusiasm is apparent in most of the teaching and this encourages pupils to behave responsibly and to enjoy learning. Dynamic, targeted teaching in a lesson on flooding in Bangladesh prompted a heightened sense of curiosity and enquiry amongst GCSE geography pupils. Teachers' commitment to supporting their pupils' learning leads not only to lunch-time subject clinics, but also to their giving a great deal of time to enrichment activities such as the extensive extra-curricular provision.
- 2.27 Throughout the school, teaching is mostly carefully planned, taught at a brisk pace and a variety of effective and sometimes inspiring teaching strategies fosters pupils' interest in their work and sets them thinking. Highly effective teaching was evident in a middle school German lesson where thorough planning resulted in very good use of multiple resources to help the pupils' learning. Teachers manage their classes well, producing excellent discipline with only a light touch. They foster in pupils the desire to learn and to persist with their tasks to produce the highest quality they can. In a middle school physics lesson, the teacher quickly engaged and enthused the pupils by relating technical terms to bungee jumping.
- 2.28 Teachers know their pupils very well as individuals and are able to pitch their lessons appropriately to their needs, aptitudes and prior attainments. Internal results are compared with those of standardised national tests to make grade predictions and hence to meet challenging targets.
- 2.29 Teachers are well-qualified specialists and are authorities on the subjects they teach; their enthusiasm is clearly evident in lessons. This was seen in lessons in biology, classics, English and Latin, where the teaching brought scholarship to bear on the boys' immediate problems in a way that encouraged the boys to deepen their own knowledge.
- 2.30 Resources to support boys' learning, including ICT, are plentiful, of good quality in all subjects and are used effectively. Teaching rooms are of a good size and are resourced well. Data logging equipment in science is plentiful and of high quality. Pupils have good access to books in classrooms and in the well-stocked library. The resources for sport, drama and music are of high quality and are in plentiful supply.

- 2.31 All staff keep records of pupils' attainment in lessons and homework. At its best the assessment of pupils' work is formative, diagnostic and encouraging, with many teachers giving useful guidance to individual pupils verbally in lessons, and in written assessment, and indicating specifically to the pupil how to make progress. When it gives clear advice, and enters into a constructive dialogue with the individual pupil, as in art and biology for example, marking significantly enhances pupils' progress. However, not all marking is of this high quality. Occasionally, marking is perfunctory and lacking in specific information to guide the pupil; other comments offer encouragement and praise but no guidance for improvement. Much of the work is promptly marked in accordance with departmental expectations, but some is not.
- 2.32 Teaching makes use of arrangements for pupils' performance to be evaluated, against the school's own aims as provided to parents, and against national examinations. A comprehensive and effective system is used to evaluate and monitor pupils' performance. Boys are aware of their targets and teachers use them in planning suitable tasks. Day-to-day assessment and end-of-unit assessment are both used successfully to plan teaching.
- 2.33 The school meets the regulatory requirements for teaching [Standard 1].

3. THE QUALITY OF CARE AND RELATIONSHIPS

The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils

- 3.1 The quality of pastoral care, welfare, health and safety is outstanding and the high quality noted at the last inspection has been maintained. All staff, teaching and non-teaching, contribute to the excellent care, support and guidance for all boys. All pupils receive guidance on the school rules, and various topics within lessons focus on aspects of behaviour. The pupils say that this is particularly evident in RE lessons.
- 3.2 Form tutors are supported by highly effective pastoral arrangements and are the first point of communication for parents. They are backed up by a tiered system of form tutor, assistant head of year and head of year. Boys state that they would be happy to go to any of these three with a problem. Communication happens quickly and effectively through the use of form tutor slips, whilst at the same time enabling a record to be kept.
- 3.3 The quality of relationships between staff and boys and amongst the boys is outstanding, promoting a nurturing atmosphere. The boys respect their teachers for their learning and care of them. The boys are well mannered and there is a high level of respect for others. This is exemplified in the excellent manner in which senior boys and prefects support younger boys with their academic work or guide and direct them around the school. The understanding and respect between staff and pupils is clearly seen on the games field. This rapport is evident in the classroom creating a relaxed and happy environment.
- 3.4 The school promotes outstanding discipline and behaviour. The disciplinary system of rewards and sanctions is clearly understood by the boys and perceived to be fair. Boys point out that bullying is quickly dealt with by the teachers, but also mention that such incidents are extremely rare.
- 3.5 The provision for welfare, health and safety is excellent. All required measures have been undertaken. A robust policy for child protection is in place and well documented. Measures to reduce risk from fire and other hazards have been taken and fire safety arrangements are thorough. The inspectors were able to see an efficient fire drill. Risk assessments have been undertaken across all areas of school life including those for visits and trips. The provision of first aid is thorough with 39 trained first-aiders and the school nurse always available.
- 3.6 Admission and attendance registers are maintained correctly. Excellent routines, both in registration and at the start and end of lessons, are firmly established.
- 3.7 Pupils are encouraged to be healthy through developing healthy eating habits and taking regular exercise. The school especially builds on the boys' fondness for sport and its own sporting reputation. Thus, for example, healthy-eating posters linked to sport are displayed in the dining room. All boys have access to nutritionally balanced food. The pupils praise the meals for their quality and say that they have plenty to eat. The dining hall experience is pleasant and civilised. Every opportunity is taken to involve pupils in physical activity through the wide-ranging extra-curricular programme and the games and PE programme; participation rates in voluntary activities are very high.
- 3.8 The school meets the regulatory requirements for the welfare, health and safety of pupils [Standard 3].

The Quality of Links with Parents and the Community

- 3.9 The quality of links with parents and the wider community is outstanding and has improved since the last inspection, especially through the provision and extension of the website. The school fulfils its aims to encourage understanding and co-operation between pupils, parents and teachers, and to develop an understanding of the outside world through international links, introduction to the world of work and concern for the less privileged.
- 3.10 All parents were given the opportunity to complete a questionnaire about the school and 383 did so. Those showed very strong support for the school, particularly the teaching, the curriculum, pupils' behaviour, the school values, the pastoral care, and the extra-curricular activities. There were no concerns raised by a significant number of parents about any aspect of school life. A small number wondered if too much homework was being set, and an even smaller number if not enough was set. Inspection findings, however, agreed with the vast majority of parents in considering the balance to be right.
- 3.11 Parents regularly participate in many events including supporting sports matches, accompanying trips and sports tours, helping with after-school activities, and attending school functions and concerts. The very active Parents Association and the Sports Association arrange social and other events, and raise money for school ventures.
- 3.12 Communication with parents is strong and ranges from the informal and general to the specific, including receipt by parents of required information. Reports to parents are clear and informative, and opportunities exist for parental contact with staff. Much use is made of the School Planner, of which all boys have a copy, as a two-way form of communication, to deal with issues daily. Information booklets are sent out to all new parents. The school website is very informative, keeping parents in touch with future events and current news, as well as dealing with formalities. The school also produces Yearbooks and Newsletters to keep parents updated about what is happening and of any achievements that may have happened. The School handles concerns of parents with due care. It has a complaints policy fully compliant with government requirements, but in recent years no complaint has gone beyond the initial informal stage.
- 3.13 Strong links are promoted with the local community, which is served well by the school. These include pupils working and helping locally as part of the Duke of Edinburgh's award scheme service element, the hiring of the school facilities to outside agencies and whole school fund-raising ventures. The school has a Community and Charities Co-ordinator. An Independent and State School Partnership project partnership has been developed with local maintained schools. This has provided enhanced learning and improvement sessions for the pupils of those schools. The school has become associated with the Wakefield Community Action Programme, a group that helps to look after the homeless in the area, with sixth formers working in the kitchens and boys of all ages collecting and sorting through donated clothing, thus raising awareness of those who are less fortunate. The school is involved with an old almshouse charity, part of the school's own foundation. Other charities supported include the campaign, in memory of an old boy, which raised £10,000 for the Teenage Cancer Trust where the commitment to this cause had a community feel to it involving pupils from other schools in the foundation. The school facilities are extensively used by the local community. Charitable organisations use the facilities free whilst other organisations, such as the Wakefield Wildcats hire them. The school has an international dimension to its links and a geography field trip went to Iceland. The school raises money for Lepira, a charity based in the developing countries.
- 3.14 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 The governing body helps to set and secure high aims and values for the school and provides effective oversight and guidance maintaining their part in the strong leadership noted at the last inspection. Well-defined structures and arrangements support this. The five schools of the foundation share the same governing body. The school thus benefits from the advice and valuable expertise available from the foundation. A series of sub-committees helps to share responsibilities and again these are responsible for all schools within the foundation. The foundation bursar is clerk to the governors.
- 4.2 The governing body is well aware of its responsibilities and appropriately involved in educational development and financial planning, strategies to ensure effective educational provision, and investment in material resources, and in people. During recent years, governors have made a large financial investment in the school, in particular by providing more bursaries for boys from the local community and enhancing the teaching and other accommodation. The governors have a clear conception of further strategic developments which are incorporated into developmental planning after wide consultation. The governors are kept closely informed about the school, through reports from the headmaster. There is a strong tradition of the spokesman (chairman of governors) working closely with the headmaster, being very accessible and being in the school frequently. The governing body is well aware of the importance of the public benefit that the school provides by widening access to the school, sharing facilities with the community, nurturing pupils' and staff's community involvement, maintaining partnerships with local schools and involvement in charity fund-raising and activities.
- 4.3 The governing body has a good insight into the working of the school and provides advice, support and stimulus for growth and improvement. Some governors attend events, such as concerts, productions and sporting fixtures and also visit during the working day. They give strong support to the headmaster and are champions of the aims of the school.

The Quality of Leadership and Management

- 4.4 The quality of leadership and management by senior managers and others with delegated responsibilities is outstanding. Clear educational direction and leadership are provided by senior and middle management, as reflected in the quality of education, the care of pupils, and the fulfilment of all the school's aims. Since the last inspection, the middle management has improved through the introduction of the faculty system and the close working of senior managers with middle management.
- 4.5 The senior and middle managers are very effective in analysing the school's needs, setting priorities, planning to meet those priorities, and putting decisions into practice. The leadership and management of the headmaster are outstanding. Teachers spoke of the impact of the leadership which, by the treatment of boys and staff, sets high standards. The contribution of the whole senior management team is excellent; it is attuned to the school's aims and aware of how best to achieve them, accessible to boys and staff, and encourages discipline that is firm but fair. Further strong academic support is given by heads of faculties and departments, who carry out their roles and responsibilities efficiently. The same is true of pastoral leadership through heads of year, and all staff, both teaching and non-teaching, give excellent support in the pastoral care of the boys. Senior management works closely with middle management. Faculty heads report annually to the headmaster with a detailed

- report and each head of faculty and assistant meets with the Deputy Headmaster, academic, once a fortnight.
- 4.6 Management at all levels is effective in drawing up and implementing excellent procedures and policies and in checking and reviewing their effectiveness. The school is self-aware and is constantly striving for improvement. For instance, it is currently monitoring the level of homework with a view to improving its policies and procedures, which are already good.
- 4.7 Management is effective in securing, supporting, developing and motivating high quality staff, well suited to the high standards of the school, and ensuring their suitability to work with children. Teaching staff are highly qualified and deployed effectively, contributing significantly to boys' learning and welfare. The recruitment of staff, and the checking on governors and volunteers, is undertaken rigorously and a centralised register is properly kept.
- 4.8 Financial resources are well managed to secure appropriate accommodation and resources, in support of educational aims, and to meet the needs of the school's pupils. Procedures for budgeting in the school operate efficiently. The foundation bursar is responsible for finance and staff speak highly of his involvement, accessibility and interest in the welfare and progress of the pupils. Resources for learning, including provision for ICT, are plentiful, competently managed and meet boys' needs very well. The well-stocked library is used by boys and staff frequently, contributing effectively to the development of boys' learning. It has improved significantly since the last inspection with a better site, which is more spacious and located more centrally, and with a new room and new facilities.
- 4.9 Arrangements for the day-to-day management of the school are successful. The administrative and other support staff, cleaning staff, maintenance and ground staff, school meals staff and technicians all provide high quality assistance, which often has a pastoral dimension because of their long and loyal service to the school and also because of their knowledge of the boys and interest in their welfare. Communication within the school is very effective, using technological systems for administration and academic matters, and communications with the parents and the community are extremely strong.
- 4.10 The school is an attractive and welcoming place. The accommodation is very good, and is well kept and maintained. Pupils say they are very happy, and they are clearly proud of, and loyal to, their school. The administration of the school is cheerfully efficient, aware of its importance in facilitating so much that is good and necessary.
- 4.11 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 Queen Elizabeth Grammar School Wakefield very well fulfils its aims. The boys are outstanding in their ability to learn, their excellent behaviour and courtesy and their concern for others. They achieve academic and other success because of their response to teaching that is always good and often outstanding. The pastoral care is excellent, as are the relationships between the boys and between staff and boys. The spiritual, moral, social and cultural development of the boys is outstanding and the school is a moral and charitable community that looks outside itself in its relations with parents and the local and worldwide community. All this is achieved by outstanding leadership which is constantly striving to maintain high standards and improve the school further, strongly supported by effective governance.
- 5.2 Since the last inspection, the school leadership has enhanced educational experiences that were already strong. At the last inspection, the report said the school should do better in encouraging independent learning or initiative in the pupils, and in arranging that the management of heads of department be strengthened and improved. In both areas, the school has improved significantly and the adoption of a well-supported faculty system has produced much-improved middle management. Some marking is uneven and is in need of improvement. The school is aware of this and is well placed to address the issue.
- 5.3 The school meets all the regulatory requirements.

Next Steps

- 5.4 The school has no major weaknesses, but, in order to improve provision further, it should continue to:
1. address the relative inconsistencies in the standards and thoroughness of marking.
- 5.5 No action is required in respect of regulatory requirements.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 9th to 12th November 2009. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the health centre. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.

List of Inspectors

Mr Eric Hester	Reporting Inspector
Mr Martin Bates	Deputy Head, ISA school
Mr Michael Cook	Head of Middle School, HMC school
Mr Barry Hughes	Headmaster, HMC school
Dr Jennette Jefferies	Deputy Head, HMC school
Mr William Lomas	Deputy Head, HMC school
Mrs Anne Wood	Former Headmistress, SHMIS/ISA school

QEGS Senior School

154 Northgate
Wakefield WF1 3QX
t: 01924 373943
e: admissions@qegsss.org.uk

www.wgsf.org.uk