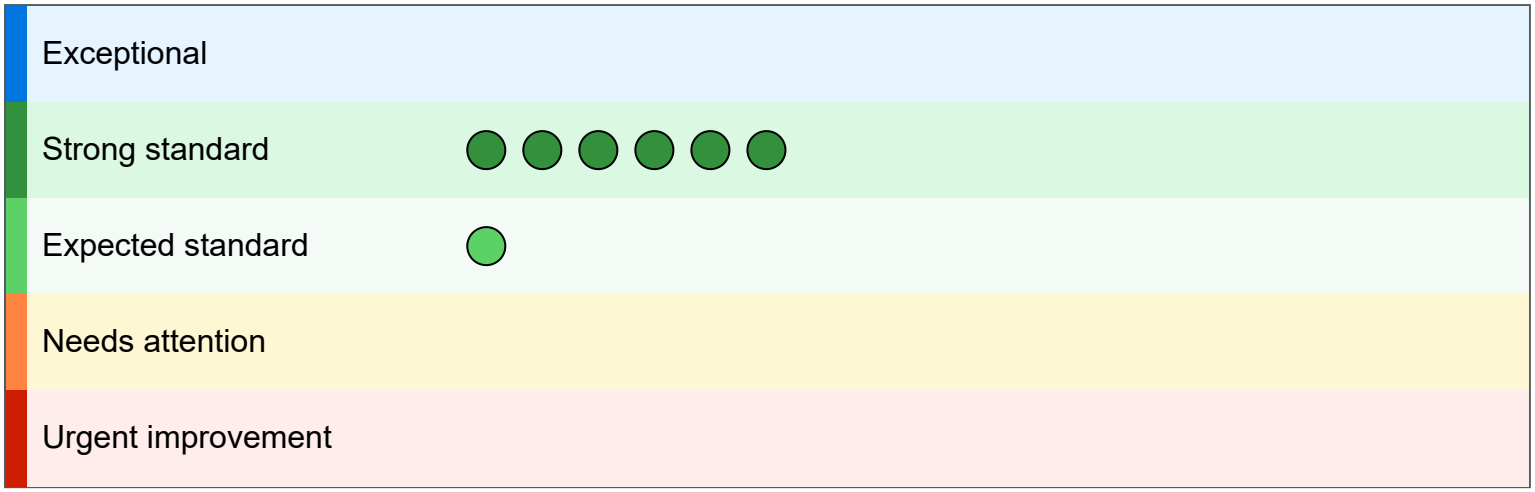
Queen Elizabeth's Girls' School

Address: High Street, Barnet, Hertfordshire, EN5 5RR

Unique reference number (URN): 137131

Inspection report: 3 February 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Pupils develop deep knowledge and skills across the curriculum because teaching builds securely on what they have learned before. GCSE results are consistently above the national average, including in English and mathematics. These highly positive outcomes are reflected in the sustained and excellent quality of work that pupils produce in lessons. Sixth-form students move on to ambitious education, employment or training destinations. Pupils with special educational needs and or disabilities, disadvantaged pupils, those known or previously known to social care and those who face barriers to learning achieve well. This is because high-quality teaching and targeted support help them to overcome difficulties quickly. The attainment gap between disadvantaged pupils and their peers is small and continues to reduce. Where pupils have gaps in their foundational knowledge, skilled staff help them to catch up. For example, staff provide effective phonics support for the small number of pupils who struggle to decode.

Attendance and behaviour

Strong standard

Attendance is consistently above the national average. Pupils enjoy coming to school and value the high-quality education they receive. Leaders analyse attendance information rigorously. They work closely with parents and carers to understand how individual circumstances may affect attendance. Leaders use a range of interventions and reasonable adjustments. These strategies have secured clear and sustained improvements over time, including for pupils with special educational needs and/or disabilities (SEND).

Pupils' behaviour across the school is exemplary. They are highly engaged in their learning and participate very well in lessons. The school's behaviour systems are well established and applied consistently. Staff maintain high expectations of behaviour at all times. Pupils report that bullying or discriminatory behaviour rarely occurs. If it did, pupils would trust staff to act quickly and effectively. Pupils feel motivated by the school's rewards system, which recognises positive attitudes and behaviour through badges, certificates and house points.

Leaders analyse behaviour information closely and act swiftly when pupils require help to manage their behaviour. Pupils who need additional support use the 'Hub', where caring staff provide tailored guidance. Leaders ensure that pupils with SEND receive appropriate adjustments so that they can meet the school's expectations and participate fully in the calm, respectful and inclusive school environment.

Curriculum and teaching

Strong standard

Leaders have constructed an ambitious and broad curriculum. It prepares pupils well for their next steps. For example, leaders have expanded the GCSE offer to better support pupils' progression into post-16 study. The curriculum is coherently planned and sequenced across subjects. This means that new learning builds securely on what pupils already know. For example, by the time they study 'Romeo and Juliet' in Year 10, pupils are thoroughly confident in their understanding and analysis of Shakespeare's language.

Teachers have excellent subject knowledge and use this consistently well to break down complex ideas, including in post-16 lessons. Staff check pupils' understanding systematically and act quickly when they identify gaps. Teaching is rigorous in strengthening pupils' spoken and written vocabulary. Leaders identify pupils who have not yet secured strong foundations with precision. They ensure that staff have the necessary expertise to help pupils close gaps rapidly. Teachers skilfully adapt resources and strategies to support disadvantaged pupils. They provide highly effective additional sessions to help pupils catch up. Leaders and staff know pupils' needs well and make impactful adjustments when required. Pupils are grateful for the positive difference this makes.

Inclusion

Strong standard

Leaders ensure that inclusion sits firmly at the heart of the school's work. Their expectations of pupils with special educational needs and/or disabilities (SEND) are high. Leaders maintain highly effective strategic oversight of the support these pupils receive. They work closely with external agencies so that pupils can access additional support when needed. Leaders select suitable alternative provision in pupils' best interests. They collaborate effectively with the virtual school.

Staff assess pupils on entry and identify their individual needs promptly. They use this information to create well-matched strategies, which they review regularly. Staff are well trained. They use adaptive approaches in the classroom with precision. This means that pupils with barriers to learning progress successfully alongside their peers. Leaders discuss vulnerable pupils' progress often, evaluate the impact of interventions and adjust provision where necessary.

Trustees have clear oversight of additional funding for disadvantaged pupils. It is used to make the biggest difference to pupils' achievement and wellbeing. For example, school leaders fund access to drama and art courses for disadvantaged pupils. Leaders also make sure that guest speakers, clubs and enrichment activities are accessible to all pupils, including those who are disadvantaged or with SEND.

Leadership and governance

Strong standard

Leaders at all levels make decisions in the best interests of pupils. They give high priority to pupils' mental health and wellbeing as well as their academic achievement. Leaders are relentless in their work to improve the life chances of all pupils, including those who are disadvantaged. A key focus for the school is continuing to close the gap in achievement between disadvantaged pupils and their peers, and trustees share this determination. Trustees consider carefully how financial decisions will affect pupils' experiences and educational outcomes. They meet their statutory responsibilities as well as providing appropriate support and challenge to school leaders.

Staff are extremely positive about working at the school and describe themselves as a 'happy' team. They particularly value the approachability of senior leaders and their consideration of staff wellbeing. Initiatives such as flexible working and live marking have been effective in reducing staff workload. Leaders organise a highly effective programme of research-informed professional development for all staff. This programme enables staff to explore different strategies that strengthen their practice in line with whole-school priorities.

Teachers in the early stages of their career particularly appreciate the high-quality support they receive from colleagues and leaders.

Personal development and wellbeing

Strong standard

Pupils benefit from a highly effective programme of personal development. This includes personal, social and health education, relationships and sex education and citizenship lessons. This offer is further enhanced by the global perspectives curriculum, which provides pupils with an immersive experience of different cultures. Pupils' learning is consolidated by strategically planned drop-down days, assemblies, guest speakers and tutor time. For example, tutor-time activities deepen their spiritual development, such as when they explore spiritual practices in Indonesia and China.

Pupils speak with fluency about fundamental British values and the importance of respect for all people in society. They understand the protected characteristics and why these are set out in law to ensure fairness in society. Pupils understand democracy and describe how citizens contribute to the legal process, for example through jury service. Pupils linked this to voting for their school council. Through the curriculum, pupils learn how to keep themselves safe online and offline. All these opportunities prepare pupils well for life in modern Britain.

Pupils are impressive in their embodiment of the school values of courage, courtesy and creativity. They take part in leadership roles throughout their time in school. Pupils participate in whole-school events such as sports day, culture day and the school's annual musical production. Leaders track pupils' participation in the personal development programme with precision to ensure that all take part, particularly those who are disadvantaged. Through this careful tracking and discussions in 'vulnerable pupil' meetings, leaders ensure that the offer is carefully tailored to the needs and aspirations of individuals.

Pupils feel extremely well prepared for their next steps. They explained how careers guidance, including quality work experience, oracy days and enrichment opportunities help them. Key stage 4 pupils benefit from subject specific trips to further strengthen their confidence and ambition. The school's extensive rewards system helps pupils to feel valued, while intervention clubs and excellent pastoral support enable them to thrive.

Expected standard

Post 16 provision

Expected standard

Leaders shape the post-16 curriculum so it matches students' needs and interests. For instance, they introduced A-level media studies in response to student demand. Students build knowledge and skills in a logical way over their 2-year programmes. Leaders recently adjusted assessment points so that teachers can better identify and then act on gaps in students' learning sooner. Teachers are subject specialists. Increasingly, they ensure that students learn the knowledge they need to answer subject-specific examination questions.

Students learn well in lessons. They recall important knowledge and vocabulary confidently. Disadvantaged students produce accurate extended writing across subjects. Published

A-level results are close to the national average.

Post-16 students attend regularly and enjoy learning. They set a positive example for younger pupils. Students provide mentoring, including reading support, for younger pupils. Students take part in community projects, such as a musical performance in a local care home. They feel well supported to take their next steps through participation in suitable work experience. The school provides effective guidance with university applications. The positive impact of this work can be seen in the high number of students who progressed to prestigious universities last year.

What it's like to be a pupil at this school

Pupils describe their school as a warm, close-knit and caring community where they feel welcome and comfortable. In this all-female environment, pupils confidently share their views and take an active role in lessons. They value the school's long history and enjoy positive, professional relationships with staff, some of whom attended the school themselves. Pupils get along well together, and the house system strengthens their sense of belonging. Bullying is uncommon. When it does happen, teachers act quickly and take it seriously. Pupils feel safe across the school site because staff are visible and approachable. They would speak to any adult if they felt unsafe or upset.

Pupils enjoy learning. Teachers plan and deliver interesting lessons that help pupils to remember important knowledge and produce high-quality work. Pupils achieve well, including in their GCSE examinations. This is true of disadvantaged pupils, pupils with special educational needs and/or disabilities, pupils known or previously known to social care and those who face additional barriers to their learning or wellbeing. Staff reduce these barriers effectively so that pupils progress very well from their starting points.

The school's pastoral support is highly effective. For example, the dedicated inclusion building provides a calm, safe space for pupils who need extra help with wellbeing, behaviour or learning. Pupils' behaviour in lessons and around the school is exemplary. They are keen to attend school so that they can learn. Pupils are well prepared for life beyond school. They take part in a range of community projects, such as fundraising for the local 'Wings of Hope' charity. Post-16 students lead by example through their active roles in student leadership. They also organise school council meetings for younger pupils, giving them a voice in the running of the school.

Next steps

- Leaders should continue to build on their ongoing work to address gaps in some post-16 students' knowledge and to improve their achievement over time.

About this inspection

This school is the only school in the Queen Elizabeth's Girls' School trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Toyin Aderoju.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:
Inspectors spoke with the headteacher and other senior leaders. They spoke to groups of teaching and non-teaching staff, as well as several groups of pupils. An inspector met with a group of trustees, including the vice-chair.

The inspectors confirmed the following information about the school:
The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school makes use of 2 registered alternative providers.

Headteacher: Violet Walker

Lead inspector:
Lisa Strong, His Majesty's Inspector

Team inspectors:
Guy Forbat, His Majesty's Inspector
Cristalina Fernandes-Bates, Ofsted Inspector
Juliette Claro, Ofsted Inspector
Piers Saunders, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 3 February 2026

School and pupil context

Total pupils

1,107
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,146
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

22.86%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

0.90%
Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

6.59%
Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	68.4%	45.2%	Above
2023/24 (final)	70.6%	45.9%	Above
2022/23 (final)	63.7%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	58.4	45.9	Above
2023/24 (final)	59.6	45.9	Above
2022/23 (final)	55.3	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.74	-0.03	Above
2022/23 (final)	0.66	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	48.7%	25.6%	Above
2023/24 (final)	44.1%	25.8%	Above
2022/23 (final)	53.5%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	50.2	34.9	Above
2023/24 (final)	47.5	34.6	Above
2022/23 (final)	49.3	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.13	-0.57	Above
2022/23 (final)	0.48	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	48.7%	52.8%	-4.1 pp
2023/24 (final)	44.1%	53.1%	-9.0 pp
2022/23 (final)	53.5%	52.4%	1.1 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	50.2	50.3	-0.1
2023/24 (final)	47.5	50.0	-2.6
2022/23 (final)	49.3	50.3	-1.0

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.13	0.16	-0.03
2022/23 (final)	0.48	0.17	0.31

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	94%	91%	Average
2022 leavers (revised)	97%	93%	Above
2021 leavers (revised)	98%	94%	Above

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	28.86	34.99	Below
2023/24 (final)	31.42	34.38	Close to average
2022/23 (final)	31.56	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.2	0.0	Below
2023/24 (revised)	-0.1	0.0	Close to average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.5%	8.1%	Below
2023/24 (3 term)	7.4%	8.9%	Below
2022/23 (3 term)	7.6%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	16.6%	21.9%	Below
2023/24 (3 term)	20.8%	25.6%	Below
2022/23 (3 term)	24.1%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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