



# Queen Elizabeth's Grammar School

Inspection Report

**Unique Reference Number** 112967  
**LEA** DERBYSHIRE LEA  
**Inspection number** 279066  
**Inspection dates** 7 December 2005 to 8 December 2005  
**Reporting inspector** Mr. Shaun Dillon LI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Comprehensive	<b>School address</b>	The Green Road
<b>School category</b>	Voluntary controlled		DE6 1EP
<b>Age range of pupils</b>	11 to 18		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01335343685
<b>Number on roll</b>	1337	<b>Fax number</b>	01335300637
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Cliff Lewer
<b>Date of previous inspection</b>	8 May 2000	<b>Headteacher</b>	Dr. A .R. Wilkes

<b>Age group</b> 11 to 18	<b>Inspection dates</b> 7 December 2005 - 8 December 2005	<b>Inspection number</b> 279066
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and four Additional Inspectors.

## Description of the school

Queen Elizabeth's Grammar School is an increasingly popular school. It is above average size for an 11-18 school. The proportions of pupils eligible for free school meals, with English as an additional language, from areas of social and economic deprivation and from minority ethnic backgrounds are well below national averages. The proportion of pupils with learning difficulties, including those with statements of special educational need is well above the national average. The school has an enhanced resource base for such pupils and is also a specialist technology school. Pupils' attainments when they start at the school are broadly comparable with the national average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

The overall effectiveness of the school is good and this concurs with the school's view. Pupils' attainments on entry to the school are broadly average and overall they make good progress between Years 7 and 11. Consequently, they reach above average standards in Years 9 and 11. The school's targets for 2005 varied in accuracy. In the sixth form, students' achievements are outstanding and they reach very high standards. Pupils behave well, respect each other and respond well to their teachers. Attendance and punctuality are good. Sixth form students guide younger pupils and are very involved in worthwhile community activities. Most pupils adopt a healthy lifestyle and act safely. The quality of care, guidance and support is good, especially in the sixth form. The provision for pupils with special needs is outstanding. About one third of parents responding to the Ofsted questionnaire perceive that the school does not take account of their views or those of their children. The quality of teaching and learning overall is good and in the sixth form is outstanding. The quality of the curriculum is good. The school has regained its specialist technology status and has introduced vocational options in Years 10 and 11 and in the sixth form. However, participation in this provision is small. The school has made considerable progress in many areas since the last inspection. The school has good capacity to continue to improve. The head-teacher, senior managers and governors give clear direction and emphasise improvements in standards. Lesson observations are not moderated to support a consistent approach to improving teaching and learning. An equality and diversity policy and action plan are not yet in place. Major improvements to accommodation and resources have been made and are continuing. Teachers are well qualified and engage in relevant staff development. Effective links exist with external stakeholders which improve provision for pupils. The school provides good value for money.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 1**

Inspectors agree with the school that the effectiveness and efficiency of the sixth form are outstanding. Students achieve exceptionally well to reach standards well above average. They are supported extremely well in their learning and in planning for the future. Links with higher education are very good. Students' personal development is outstanding. They greatly enjoy their education, contribute very well to the school community and much appreciate the opportunities they receive. Most students complete their courses. Teaching and learning are outstanding. The curriculum gives a good choice of advanced courses, but Year 12 students lack their statutory entitlement to religious education. Outstanding leadership and management ensure excellent value for money.

## **What the school should do to improve further**

- Produce, implement and monitor an equality and diversity policy and action plan.
- Continue to improve rigour of pupil, subject and specialist school target setting.

Improve analysis and moderation of lesson observations. - Improve communication with and response to parents' and pupils' views.

## **Achievement and standards**

### **Grade: 2**

#### **Grade for sixth form: 1**

Achievement and standards are good overall and outstanding in the sixth form and this confirms the school's evaluation. Attainment on entry is broadly average. Pupils make good progress in Years 7 to 9 and reach above average standards. In Years 10 and 11, pupils' progress is satisfactory and they reach above average standards in GCSE examinations. In 2003 and 2004, the proportions of pupils gaining grades A\* and A, and five or more A\* to C grades were above average. The school's data for 2005 indicate that results were above average and that boys outperformed girls. This is contrary to the situation in most schools. Almost all pupils gain graded results. In 2004, pupils attained especially well in art, business studies and ICT. Their results in English, English literature, French and German, however, were below those in their other subjects. Pupils with special educational needs achieve well and all gain qualifications at age 16. The school's targets for 2005 varied in accuracy. For example, at Key Stage 3 results much exceeded the targets set and at Key Stage 4 results were below the targets set. Data indicating pupils' academic potential are being used with increasing rigour to set more accurate targets for individuals, subject departments and to meet specialist school requirements. In the sixth form, students' achievements are outstanding. In 2003 and 2004, students reached well above average standards on advanced courses. The school's data for 2005 indicate similar high standards.

## **Personal development and well-being**

### **Grade: 2**

#### **Grade for sixth form: 1**

The personal development and well-being of pupils are good overall and are outstanding in the sixth form. The school's evaluation was outstanding in both cases. Pupils have good attitudes to their education. They show respect for each other and respond well to teachers and other adults. Behaviour around the school and in lessons is good. Attendance and punctuality are good and have continued to improve over the last three years. No formal system exists for the monitoring of attendance in lessons. Older students take on responsibilities within the school such as mentoring younger pupils and becoming involved in community activities. This is an outstanding feature of the sixth form. The school council is developing its effectiveness and pupils are able to express their opinions. For example they requested a greater range of healthy food to be available at reasonable prices. The school provides good opportunities for spiritual, moral, social and cultural development through the pastoral system and the personal, social and health education programme. However, the statutory requirement for a daily act of collective worship is not met. Most pupils spend more than two hours each week on physical activities and many participate in extra-curricular clubs and activities.

Many pupils take part in community as well as school events. Pupils benefit from a large and successful careers convention, an effective young enterprise scheme and good development of workplace skills.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 1**

The inspection team agrees with the school's judgement that teaching and learning are good overall and outstanding in the sixth form. Teachers plan their lessons well and give pupils clear learning outcomes. Classroom management is mostly good and pupils usually behave well in lessons. Teachers have good subject knowledge. The relationships between pupils and teachers create a favourable learning atmosphere. Teachers' assessments of pupils' work too often do not give clear and constructive advice on how pupils could improve. In the best lessons pupils' interest is maintained by a good variety of learning experiences and challenging tasks. In a French lesson, the teacher's energy and enthusiasm produced an excellent response from the whole class and pupils made outstanding progress on a new topic. No inadequate lessons were observed during the inspection. However, in some satisfactory lessons, tasks lack variety and do not stimulate pupils' interest, and teachers provide insufficient opportunities for individual work and self-expression. Procedures for monitoring classroom practice are now in place. Teaching and learning in the Sixth Form are outstanding. Teachers promote students' thinking skills and independent learning very effectively. High levels of creativity were observed in the outstanding work of teacher and students on the performing arts course.

### **Curriculum and other activities**

**Grade: 2**

The quality of the curriculum is good and this confirms the school's evaluation. Issues raised in the last report have been addressed and statutory requirements are now in place, except for religious education in Year 12. In all years the needs of pupils are well met. In particular, pupils with additional learning needs benefit from exceptionally well-organised support programmes. The curriculum is broad and balanced; for example all pupils in Years 8 and 9 benefit from a weekly expressive arts course. The school has widened choices to include vocational options in Years 10 and 11, although the take-up of these is currently small. The school has recently regained its specialist status. Pupils benefit from a wide variety of extra-curricular activities. Sport and music are popular but a more unusual option is an after-school French GCSE class which attracts pupils from a range of years for a variety of purposes. The curriculum in the sixth form is good. Most students follow an academic curriculum but a minority selects vocational options in art and IT. Only advanced level provision is available but this complements the curriculum offering from other providers in the area.

## **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 1**

The overall quality of care, guidance and support provided by the school is good and it is outstanding in the sixth form. The school's evaluation was outstanding in both cases. Clear procedures are in place for identifying pupils who are at risk or in need of support. Staff work effectively within the school and with external agencies to support any pupils who may be at risk. The support given to pupils with learning difficulties and/or disabilities is outstanding. Health and safety procedures are in place and staff know and understand the arrangements for child protection. Tracking procedures to monitor the progress of pupils are in place and are being improved. One in three parents who responded to the Ofsted questionnaire perceives that their views, and those of their children, are not sufficiently considered. Comprehensive advice is given about subject choices and options. Pupils receive good information, advice and guidance about the range of opportunities available to them when they leave school.

## **Leadership and management**

**Grade: 2**

**Grade for sixth form: 1**

Leadership and management are good overall and outstanding in the sixth form. The school's evaluation was good in both cases. The head teacher and senior managers give clear leadership and direction and they focus on improving standards. The development plan is detailed and links effectively to departmental plans and self-evaluation processes. Inspectors agree with most of the school's self-evaluation judgements. Considerable improvements have been made in many areas since the last inspection. The school has good capacity to continue to improve. Senior managers work closely with middle managers in performance management reviews which are challenging but supportive. Internal lesson observation outcomes are used in reviews and lead to staff development. However, lesson observations are not graded and a corporate system to monitor judgements across departments is not in place. The school is inclusive in its support for the large numbers of pupils with learning difficulties. However, the school managers and governors have yet to agree an equality and diversity policy and associated action plan. Governors are effective and committed to raising standards. They challenge senior staff appropriately and request evidence to support decisions. Governors make arrangements to meet the requirements of the disability discrimination act and the child protection act. They do not, however, provide a daily act of collective worship or religious education in Year 12. Since the last inspection major improvements have been made to accommodation, facilities and resources and these continue. Provision of information and communication technology for sixth form students' independent use is underdeveloped. All staff are well qualified and are encouraged to participate in appropriate professional development. Finances are very well managed and the school provides good value for money. Many and varied links with external stakeholders are effective in improving provision for pupils. The leadership

and management of the sixth form are highly effective in providing outstanding support for students who make very good progress and attain very high standards.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	1
How well does the school work in partnership with others to promote learners' well-being?	2	1
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	1
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2	1
The standards <sup>1</sup> reached by learners	2	1
How well learners make progress, taking account of any significant variations between groups of learners	2	1
How well learners with learning difficulties and disabilities make progress	2	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	1
The extent of learners' spiritual, moral, social and cultural development	2	2
The behaviour of learners	2	1
The attendance of learners	2	2
How well learners enjoy their education	2	1
The extent to which learners adopt safe practices	1	1
The extent to which learners adopt healthy lifestyles	2	2
The extent to which learners make a positive contribution to the community	2	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	2
<b>How well are learners cared for, guided and supported?</b>	2	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for the friendly welcome and help which many of you gave to the inspectors when we visited your school recently. We enjoyed talking to you, seeing how you worked with your teachers and finding out how you made progress at the school. We think you belong to a good and improving school. Most of you enjoy school, feel safe and secure there and work hard during lessons. Your behaviour is good and you treat each other and the adults in the school with respect and courtesy. You are very pleased with the care, guidance and support which your teachers and other staff provide. This is especially so if you have special educational needs. You also appreciate the wide range of activities in which many of you take part outside lessons and also outside school. Many of you progress well throughout the school and achieve good results in Years 9 and 11 and especially in the sixth form. Many of your lessons are good ones and some are outstanding. In others you could be more involved, and more interesting activities could be used. We also think that the comments on some of your work could advise you better on how to improve. We are pleased that you have representatives on the school council and that you are working with senior school staff to improve healthy eating provision. We consider that your sixth form is outstanding and enables many of you to progress very well and to achieve high standards. We think that your school is well led and managed and that the governors and staff have your best interests at heart. However, we suggest that the school could improve further if it took the following actions: - Make sure that equal opportunities policies are in place and are actioned. - Improve the way your targets and subject targets are set. - Improve the way lesson observations are analysed and checked for consistency. - Improve the responses to your views and those of your parents.