
Queen Elizabeth's School

GOVERNORS' STATEMENT OF EDUCATION

THE MISSION OF QUEEN ELIZABETH'S SCHOOL IS TO PRODUCE BOYS WHO ARE CONFIDENT, ABLE AND RESPONSIBLE.

We achieve this by:

- ensuring that boys give their maximum academic performance through a programme of quality control
- encouraging worthwhile activities: sport, music, public speaking, etc., in a representative and competitive context
- insisting on high standards of behaviour, presentation and dress
- a regime of acknowledgement, praise, reward and status
- giving boys tasks and progressive responsibilities
- fostering duty and loyalty through our traditions.

Queen Elizabeth's School aims to deliver a progressive, innovative approach to education, yet without losing sight of our core values and traditions. This aim is reflected both in our curriculum and in our extra-curricular activities. The School recognises that the acquisition of knowledge must always remain a foundation stone in education, but also places great emphasis on encouraging boys to build on this foundation by learning to think for themselves. We make extensive use of information technology to facilitate independent learning. In the Sixth Form, the curriculum includes all the traditional A-level subjects expected of an academic school while also featuring stimulating modern courses such as Music Technology, Economics & Business and Computer Science.

In line with the School's mission statement set out above, we promote values including diligence, confidence, responsible behaviour, duty and loyalty. All these may be found in the history and traditions of the School. Our boys come to know that the School's reputation has been hard-earned, both by recent Old Elizabethans and by countless older generations since our foundation in 1573. Because it is a meritocracy open to all boys able to fulfil the academic requirements, QE today is a multi-cultural school made up of boys drawn from an extraordinarily diverse range of ethnic and cultural backgrounds. We are a strong community within which a very tolerant atmosphere prevails, because boys respect and value each other and focus on commonality rather than difference.

Academic excellence is the norm at Queen Elizabeth's School. Our boys achieve the highest grades in public examinations and go on to leading universities, including Oxford and Cambridge. From the day they join the School, our expectations of boys are high.

The Governors are committed to stimulating academic performance by providing an inspirational learning environment. In recent years, through the fund-raising of the *Friends of Queen Elizabeth's* the physical environment has been greatly enhanced by investment in well designed buildings equipped to the highest standards. The School provides excellent teaching by staff who are highly qualified and well motivated. Our interesting curriculum is supported by frequent special events and trips organised by the subject departments. Academic achievement throughout the School is rewarded and publicly celebrated. We encourage younger boys to look up to our older students as academic role models; a process facilitated by sixth-formers' leadership of the pupil body as Prefects and Senior Prefects, House Captains, Lieutenants, and

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School Captain. Similarly, boys are encouraged to look to the example of past generations of Elizabethans who have excelled academically at the School and then gone on to make valuable and significant contributions to society.

Our system of 'bespoke education' helps each boy fulfil his potential. One-to-one help is available in lunchtime or after-school clinics in every subject. There are opportunities in all subjects and extra-curricular activities for able boys to compete at the appropriate regional, national and international levels in, for example, county and national trials and academic Olympiads. The emphasis on bespoke education extends to the tutoring system, through which each pupil's performance and academic progress is monitored, on an individual basis, in detail once every half-term. Alongside the house tutors, the boys and their parents play an important part in this system in setting targets and then in ensuring that all the necessary actions are taken to meet those targets.

There is deliberate emphasis at QE on developing the whole person: our aspirations at the School extend well beyond examination results. We expect all boys to participate in the wider life of the School outside of the classroom and, beyond that, we aim to nurture a sense of social responsibility. It is also important to us that boys are happy at School. There is an extremely wide range of enriching extra-curricular activities in sport, the arts and in other fields; all boys are expected to take advantage of these opportunities, choosing them according to their aptitudes and interests. The aims of both our charity fund-raising programme and our Sixth Form voluntary service scheme include providing opportunities for boys to learn about and engage in causes greater than themselves.

Developing the whole person naturally requires the involvement and commitment of parents. Indeed, fostering strong partnerships with parents is an important key to the success of the School. Consistency of approach between home and school provides a stable platform for boys in their education. It is thus essential that parents understand clearly at the outset what their son's QE career will involve. They will need to support his participation in the corporate life of the school, including extra-curricular clubs and activities, most of which take place outside of the normal timetable. For its part, the School keeps parents fully informed by inviting them in for a briefing evening at the start of each academic year so that they know what is planned for the year ahead. We also communicate regularly and provide supporting information for parents through our eQE internet portal. No boy can expect to make good progress at QE unless he takes homework seriously: parents are therefore urged to encourage their son to complete homework on time and to the best of his ability. Routine use of the homework diary in Years 7, 8 and 9, and from then on the personal organiser, provides a weekly link between School and home, with signatures required from both parents and teachers.

When a boy first puts on the uniform of Queen Elizabeth's, he is supported by the reputation forged by his predecessors. As he progresses through the School he honours the debt of tradition by re-making our reputation year on year. There is no stereotypical Elizabethan: while many go on after university to pursue successful careers in the professions, others carve innovative paths in areas such as the creative arts and business. Common to all, however, is an education which has made them capable young men, well placed to make their contribution to society.