



**Queen Elizabeth
Grammar School**

Junior School (4 - 11 years)

Independent Schools Inspectorate
Regulatory Compliance Inspection Report
November 2018

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Regulatory Compliance Inspection Report

Queen Elizabeth Grammar School Junior School

November 2018



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School's Details

School	Queen Elizabeth Grammar School Junior School			
DfE number	384/6119			
Registered charity number	529908			
Address	158 Northgate Wakefield West Yorkshire WF1 3QY			
Telephone number	01924 373821			
Email address	admissions@qegsjs.org.uk			
Head	Mrs Louise Gray			
Chair of governors	Mr Malcolm Golightly			
Age range	4 to 11			
Number of pupils on roll	325			
	Boys	325	Girls	0
	EYFS	17	Key Stage One	66
	Key Stage Two	242		
Inspection dates	14 to 15 November 2018			

1. Background Information

About the school

- 1.1 Queen Elizabeth Grammar School Junior School is an independent day school for boys between the ages of four and eleven years. It was established in 1910 and is located adjacent to the senior school, which was founded in 1591 by Royal Charter. The junior school is housed on the main school campus and the pre-prep and EYFS setting is a short distance away in Centenary House. It is one of five schools that together form Wakefield Grammar School Foundation, which offers boys and girls an education from three to eighteen years. The school is governed by trustees of the Foundation.
- 1.2 Since the previous inspection the school has introduced pastoral leaders in each Key Stage and has adopted a new assessment procedure.

What the school seeks to do

- 1.3 The school shares the ethos and aims of the Foundation, but adapted to reflect the needs of this age group. It aims to have a curriculum that will excite and enthuse young boys and which will subsequently ignite a passion for discovery and the beginning of lifelong learning. It seeks to encourage pupils to practise the school principles, which are intended to promote moral values, a sense of community, and respect for others whatever their gender, background, or ethnicity.

About the pupils

- 1.4 Pupils come from a range of professional and business families living within 20 miles of the school and their ethnic mix reflects that of the local community. Nationally standardised test data provided by the school indicate that the ability of the pupils in the prep section is above average.
- 1.5 The school has identified 46 pupils as having special educational needs and/or disabilities, which include dyslexia and dyspraxia, all of whom receive additional specialist help. No pupil in the school has an education, health and care plan or a statement of special educational needs. English is an additional language for 12 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 36 pupils as being the most able in its population, and the curriculum is modified for them and for 13 other pupils because of their special talents in sport. Also, 16 pupils with particular talents in music have opportunities to perform in the cathedral and with the orchestra in the Senior School.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, Early Years Foundation Stage Statutory Framework.](#)

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school measures attainment using national standardised tests. In the year 2017 to 2018, the results in maths and reading were above the national average for maintained schools.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.10 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

- 2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.
- 2.14 **The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

- 2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.
- 2.16 **The standard relating to the handling of complaints [paragraph 33] is met.**

PART 8 – Quality of leadership in and management of schools

- 2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.
- 2.18 **The standard relating to leadership and management of the school [paragraph 34] is met.**

3. INSPECTION EVIDENCE

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr William Ibbetson-Price

Reporting inspector

Ms Kathryn Creed

Compliance team inspector (Head of pre-prep, ISA school)



Queen Elizabeth Grammar School

Senior School (11 - 18 years)

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Senior School

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SCHOOL'S DETAILS

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DfE number	384/6115			
Registered charity number	1088415			
Address	154 Northgate Wakefield West Yorkshire WF1 3QX			
Telephone number	01924 373943			
Email address	office@qegsss.org.uk			
Head	Mr David Craig			
Chair of governors	Mr Malcolm Golightly			
Age range	11 to 18			
Number of pupils on roll	705			
	Boys	705	Girls	0
	Lower School	340	Middle School	200
	Sixth form	165		
Inspection dates	14 to 15 November 2018			

1. Background Information

About the school

- 1.1 Queen Elizabeth Grammar School, Wakefield is a day school for boys between the ages of 11 and 18. It was founded by Royal Charter in 1591 and moved to its present site in 1854, forming part of the Wakefield Grammar School Foundation of five schools. The foundation provides a central administration centre, with a single governing body having oversight. The school is organised into three sections: the Lower School, for pupils in Years 7 to 9; the Middle School, for pupils in Years 10 to 11, and the sixth form.
- 1.2 Since the previous inspection a new chair of governors has been appointed. The foundation has recently bought a nearby site to provide scope for future development. It has introduced a new computer-based learning platform for pupils.

What the school seeks to do

- 1.3 The school aims to enable every boy to fulfil his academic potential, to instil high standards of behaviour and to develop a moral awareness, alongside qualities of tolerance, altruism and understanding of others. It seeks to encourage every pupil to take part in a wide range of extra-curricular activities to promote self-confidence and skills such as leadership.

About the pupils

- 1.4 Pupils come from a predominantly urban catchment area, including the towns of Wakefield, Barnsley, Doncaster, and Huddersfield. They are drawn from a wide range of cultural backgrounds. Nationally standardised tests indicate that the ability profile of pupils is above average. The school identifies 74 pupils as having special educational needs and/or disabilities, and they all receive specialist learning support from within the school. No pupil has an education, health and care plan or a statement of special educational needs. Ten pupils have English as an additional language but none of them requires additional help with their language work. Data used by the school have identified 120 pupils as being the more able, and they are supported through various means, including a scholarship scheme and enrichments to the curriculum.

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Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2015 to 2017, performance has been well above the national average for maintained schools. Results in IGCSE examinations have been higher than worldwide norms.
- 2.3 In the sixth form, A-level results in the years 2015 to 2017 have been above the national average for sixth formers in maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
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2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Inspection Evidence

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr George Fisher

Reporting inspector

Mr Simon Malkin

Compliance team inspector (Bursar, GSA school)