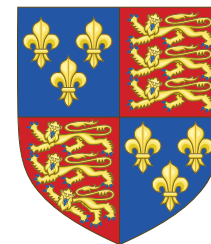




# Queen Elizabeth High School



Member school of  
**Three Counties Academy Trust**

Support. Believe. Achieve.



# Queen Elizabeth High School



"QEHS's priority is to provide our pupils with an environment in which they can be happy, secure and comfortable which will enable them to achieve success"

Mr Seneque

## Welcome to our school



**Mr Seneque**  
Head of School

Queen Elizabeth High School is a happy and successful community, where every pupil is recognised as an individual and where we aim for all to reach their potential. We believe that every child has a talent and can experience success as they develop into young adults, through the supportive and caring environment we provide.

The school is first and foremost a place of learning, where pupils feel safe and enjoy their educational journey. Learning is at the centre of everything we do both in and out of the classroom, and with so many opportunities at Queen Elizabeth High School, we feel your child will flourish here with us.

At Queen Elizabeth High School, we respect the values of hard work, good manners and self-discipline, whilst also preparing our pupils for their future lives helping them to positively contribute to society.

We have a team of very dedicated and hardworking staff who will go that extra mile – as only the best will do for the children in our care. We work in very close partnership with parents, carers and the local community so that every child is fully supported. We know the importance that parents play in their child's education and so welcome your involvement in your child's education and in the life of our school. We ask your opinion on a regular basis, as well as inviting you into school as much as possible. We encourage parents/carers to come into school to discuss any concerns or issues.

We pride ourselves on being a warm, welcoming school and look forward to working together to achieve the best outcomes for all of the children.





"This is a school where pupils are valued and well cared for. They enjoy coming to school. They are happy and feel safe."

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## Our Values and Vision

At QEHS we believe that creativity, aspiration and dedication are vital components of lifelong learning, by enabling and empowering our pupils to reach their full potential. We nurture creativity and imagination throughout the school curriculum to help our pupils discover the world, solve problems and visualise the future. Aspiration is a key component of a successful pupil, a commitment to aiming high is assured. We want our pupils to believe they can be successful and achieve above and beyond their potential. Our standards are high so that our pupils appreciate the need for hard work and responsibility.

We also firmly believe that a good education is the right of every young person who walks through our doors. It is our duty to ensure that we do everything in our power to make this a reality.

Our pupils are part of a house, Griffin, Pegasus and Phoenix, where they learn to work together to grow and develop into good citizens.

We want our pupils to leave as well-rounded individuals, capable of making their future a reality and aware of their responsibilities to society as a whole.

## Care, Guidance and Support


Pupil welfare is central to ensuring our pupils are happy at QEHS. Our range of support services, and close links with many outside agencies, help ensure our pastoral care is of a high standard.

On entry to Year 7, pupils are placed in a Form and are assigned a House. This helps to ensure that they settle into life at QEHS as they access the support from their Form Tutor and their fellow peers. They will then, when possible, stay with their Form Tutor and peers throughout their journey at QEHS.

The Form Tutor is an integral part of the pastoral support at QEHS. Often, they are the first person a pupil will approach if they need to talk. Form Tutors know their pupils well and give valuable advice and direction when needed.

QEHS and student services are well supported by outside agencies working with us to ensure the well-being of pupils. With regular access to all main support mechanisms and structures help is never far away, making sure that the safety and welfare of every pupil at QEHS is always our number one priority.



A group of primary school children, both boys and girls, are in a classroom. They are all wearing safety goggles and school uniforms consisting of dark blue jackets, white shirts, and striped ties. They are looking towards the right side of the frame with expressions of interest and focus. In the foreground, a hand is holding a lit Bunsen burner, with a flame visible. The background shows a typical classroom setting with a whiteboard and some posters on the wall.

"In many lessons, teaching is engaging and enthusiastic. Teachers use their strong subject knowledge to motivate students. Teachers build effective links between previous and current learning."

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# Our Curriculum

We believe our curriculum is well planned, inclusive and meets pupils' needs and aspirations. Pupils study a broad range of subjects that ensure they are very well prepared for the next steps of their education. All pupils are given the opportunity to study the courses they feel they will achieve in.

At QEHS we offer pupils an innovative, broad, and balanced curriculum which meets the needs of individuals, whilst creating the best conditions for all our pupils to excel and succeed to the best of their ability.

## Our Curriculum Model

### Key Stage 3 Curriculum

At KS3 pupils build on foundations from KS2 and develop core skills in communication, literacy, and mathematics, whilst experiencing a broad and balanced knowledge-based curriculum consisting of the Arts, Sciences, Technology, Humanities and PE. They will also develop their cultural and social awareness through PSHE and RE.

The curriculum at KS3 is best described as 'knowledge-engaged', meaning that it recognises the crucial importance of significant subject content, and that this knowledge underpins the application of skills. For this reason, work is done in Years 7, 8 and 9 to develop pupils' long-term memory, retention, and retrieval. Assessment is regular and formative focusing on pupils' retention of knowledge.

"The curriculum is well planned. Subject leaders have made rational and sensible choices about content and order which enables them to build learning over time. Despite the small size of the school, pupils in Key Stage 4 can study a wide range of subjects."

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### Years 7, 8 & 9

Subject	Year group	Lessons per week
English	7, 8 & 9	4/5
Mathematics	7, 8 & 9	4/5
Science	7, 8 & 9	4
Spanish	7, 8 & 9	2
Geography	7, 8 & 9	2
History	7, 8 & 9	2
RE	7, 8 & 9	1
Technology & Creative Art (RM, Food Tech, Performing Arts & Art)	7, 8 & 9	4 on a 5-weekly rotation
Physical Education	7, 8 & 9	4
PSHE	7, 8 & 9	1
IT	7	1
Citizenship	8 & 9	1



## Key Stage 4 Curriculum

At Key Stage 4 all our pupils study the core academic subjects at GCSE: English Language, English Literature, mathematics, sciences (combined or separate awards), history or geography. Achieving good passes in these subjects keeps pupils' options open, and allows them to enter the widest range of careers and college courses.

Pupils are well supported through the option process to ensure they are on pathways that allow the greatest chance of academic success. Pupils are appropriately guided as to whether they study combined science or separate science.

Pupils are only set in ability groups in the following subjects: mathematics and science. For all other subjects' pupils will be in mixed ability groups.

The curriculum continues to be taught by promoting the mastery of knowledge through interleaving and regular formative assessment.

At Key Stage 4 teaching also focuses on applying that knowledge to a range of contexts.

## Years 10 & 11

Subject	Year group	Lessons per week	Year group	Lessons per week
English	10	5	11	6
Mathematics	10	5	11	6
Science	10	6	11	6
Option A	10	3	11	3
Option B	10	3	11	3
Option C	10	3	11	2
Option D	10	3	11	2
PE	10	1	11	1
PSHE and RE	10	1	11	1

## GCSE Subjects

### Core

English Language  
English Literature  
Mathematics  
Biology  
Chemistry  
Physics  
Science (combined award)

### Options

Art  
Computer Science  
Geography  
History  
Music  
Photography  
Religious Education  
Science (combined award)  
Spanish

### Vocational

ABC Award in Automotive Studies  
BTEC Animal Care  
Food Preparation  
NCFE Health and Fitness  
NCFE Technical Award in  
Performance Studies  
NCFE Child Development  
Construction & the Built  
Environment  
Business Studies

As a school we feel work experience is an essential aspect of pupils' development and aim to support them in an ever-increasing competitive world of work. We strongly support and encourage our pupils to broaden their horizons and pursue their dreams. Consequently, all Year 10 pupils have one week of work experience during the summer term.



# QEHS in the Community

Everyone involved with QEHS understands their responsibility as part of a wider community and the part they play in helping that community best serve us all.

QEHS and its pupils work hard to support a range of charitable organisations throughout the year, which are decided by the student council.

We work closely with our primary schools to ensure that the transition from primary to secondary education is as smooth as possible. QEHS arranges Years 5 and 6 taster days throughout the year, so that all children in the local community can picture themselves attending QEHS. We support our local primary schools, and all pupils in them, through shared resources and opportunities.

QEHS has excellent links with local sports clubs. Bromyard Cricket, Football and Rugby Club all take advantage of the facilities provided by the school.

QEHS fully involves itself in many events including Bromyard Gala, the Christmas Tree Festival and other local events that develop the local community.







# Enrichment Opportunities

A school is not just about learning in lessons. Here at Queen Elizabeth High School, we put a high emphasis on extra-curricular and enrichment activities. The purpose of enrichment activities is to raise achievement by motivating young people, thus becoming more effective learners. The activities are designed to enrich the curriculum, improve key skills and raise achievement. The enrichment activities play an essential part in improving the holistic educational experience of all our students as well as supporting the development of non-cognitive skills and well-being.

The benefits of these extra-curricular activities will help pupils:

- Become better at time management.
- Learn new skills.
- Try out new challenges they may not have had the opportunity to try before.
- Produce better communication skills.
- Contribute to the school.
- Build and raise their own self-esteem.
- Become more confident working in a team.

There are also numerous educational visits and residential experiences across the year groups, which include: Ski Trips, Barcelona Language Trip, Duke of Edinburgh, Scholars visits to Oxford and Birmingham University and Stocks & Shares Investment Trip to London.





# Conduct for Learning

## the Queen Elizabeth High School Way

We recognise that clear structures of predictable outcomes have the best impact on conduct. Our school's principles for conduct set out the rules, relentless routines and visible consistencies that all pupils and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

### READY to LEARN

We arrive at school and lessons on time in a calm manner; we have our equipment ready; we show that we are listening, we are ready to start lessons and complete our task on entry; we wear the correct uniform; we have a positive mindset; ready to follow instructions

### RESPECTFUL

We listen when others speak; we respect our peers and the property of our peers and the school; we use appropriate language across the school; we show manners; we consider others' feelings; we focus our attention; we celebrate diversity and respect other cultures;

### SAFE

We move around school in a safe and sensible manner; we follow instructions to keep ourselves safe; we use equipment safely; we stay safe online; we cross roads safely; we can speak to members of staff with any concerns we have about ourselves or others; we have the right to be safe in school

### RESILIENT

We have a can-do attitude; a positive mindset and aspiring to be the best we can be, reaping rewards along the way; we are willing to make mistakes and learn from them; actively participate in lessons; we have and promote self-belief;



## Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- Pupils are greeted at the classroom door
- Staff will be calm, consistent and fair
- Staff will 'pay first attention to the best conduct'
- Rewards & Recognition Boards





## Becoming part of the QEHS family

As a small school our pupils really do feel part of a family. Our staff know the pupils well and it is this that allows them to support pupils effectively, enabling them to believe and achieve as a result.

Joining a new school, whether it be as a new Year 7 pupil, or indeed a pupil transferring in another year group, can seem a little daunting. At QEHS we pride ourselves on making that transition as smooth as possible. In no time at all new pupils feel part of our school.

We hope that this prospectus has given you an idea about Queen Elizabeth High School. If you have yet to experience QEHS, please come and visit, we would be happy to see you and show you what we have to offer.

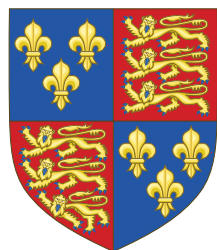


"Pupils behave well in lessons. They are respectful towards staff and towards each other."

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# Queen Elizabeth High School



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