

## THE QUEEN ELIZABETH II HIGH SCHOOL

The School is in a beautiful rural setting on the outskirts of the small seaside town and fishing port of Peel on the West coast of the Isle of Man. It is a genuine comprehensive school at the heart of the local community. Our school is fully inclusive with a complete social, economic and intellectual mix. There are currently just under 800 students on roll, including a sixth form of 120.

Committed to equality of opportunity, we foster an inclusive ethos in which all students are encouraged to aim high and are supported to achieve their full potential. Our validation team (December 2015) noted that our students are well-behaved and our parents supportive. There is a lively School Association which supports many activities, including regular social and fund-raising events.

### ORGANISATION.

We teach a 30 period week with six 50-minute lessons each day. Most staff teach 25 lessons out of 30. This allows three periods of non-contact time to be used for departmental meetings, lesson observations, CPD and preparation, planning and assessment. One period is for tutors to use to support their tutees. Those who are not tutors teach 26 periods. NQTs have a reduced teaching load. We implement the 'rarely cover' policy. Heads of subject teach 23 periods to allow them time for leadership and management. The deputy and assistant heads teach between 8 and 14 periods each to allow time for meetings and leadership activities.

Core subjects at KS3 and 4 are taught in blocks. This enables departments to make their own decisions on the size and nature of teaching groups and how those groups are to be staffed. Other subjects are taught in mixed ability tutor groups or option groups.

All full time staff act as tutors, playing an important role in each student's welfare, taking their form through from Y7 to Y11. Directors of Key Stage lead the tutor teams and monitor academic progress.

The school ethos is one of distributed leadership and subsidiarity. The central thrust of much recent development has come from the School Board (open to all staff). Major decisions of policy are generated by the staff through the Board and approved by the Head and Governors, within the overall policy of the Isle of Man Department of Education and Children (DEC). There are regular departmental and tutor team meetings which evaluate operational and strategic issues and plan for improvement. The day to day running of the School is very much in the hands of the subject departments and tutor teams. Where there are major new policy initiatives and/or developments, small voluntary working parties are established to consider alternatives and make proposals. Student voice is also important and there is an active Student Council.

### OUTCOMES FOR STUDENTS

Students at Queen Elizabeth II High School attain outstanding academic results. They progress well in comparison to baseline indicators at all key stages and the school has a well established reputation for excellent performance in external examinations at key stages 4 and 5. Our examination outcomes have been recognised as a significant strength according to the criteria used by the Isle of Man DEC.

The percentage of GCSE entries at A\*-G has been above 99% for the past three years, and those credited at A\*-C is consistently higher than 70%. In 2015, the percentage of grades at A\* and A was 21%. At Advanced level, the percentage of entries gaining A\* - E has been above 99% for the past three years, with 50% of the grades awarded at A\* - B.

Achievement in Personal Learning and Thinking skills (PLTS) is also a strength of the school.

## LEARNING AND TEACHING

Learning is our overriding priority. Our curriculum follows the Manx Essentials for Learning framework; it is broad and balanced. This enables students to gain a wealth of knowledge and skills across a wide range of subjects and allows them to specialise in areas of interest higher up the school. Throughout Key Stage 3, in addition to the core academic subjects, our students explore the creative and expressive arts, modern foreign languages and a variety of technological, sporting and digitally based subjects. They also follow courses in R.S. and PSHE which help them to develop their ability to make informed choices for life.

At Key Stage 4, as well the traditional academic subjects, students can opt for BTEC awards or follow more vocational pathways involving work experience and partnership courses with the Isle of Man College.

At Key Stage 5 the curriculum is extended to involve the options of social sciences and can involve opportunities for collaborative working with students from other sixth forms on the Island and the Isle of Man College.

Work Related Learning, careers guidance and Citizenship permeate both the academic and pastoral curriculum. All students are helped to think of future aspirations and of being global citizens of the future.

Queen Elizabeth II High School offers a rich programme of extra curricular activities and there are many opportunities for students to showcase their talents. Students may join a wide variety of clubs and societies during the lunch period and after school. Key Stage 4 and 5 students are encouraged to become involved in the Duke of Edinburgh Award Scheme, which allows them to develop new skills and show leadership qualities for life. Sixth form students may also take part in Young Enterprise, Charity Challenge or service to the community as an integral part of their study.

During the year, many visits and expeditions extend the learning of students. We understand the huge value that contextualised learning has in the modern world and the educational opportunity which trips and visits provide for young people. All staff are expected to contribute to this extensive programme.

The school is justifiably proud of its charity work and of its eco status. Students are active in fund-raising for a number of local and international charities. We also have an international reputation for ecological awareness, gaining prestige and financial backing for the development of sustainable energy within the school. There is a flourishing eco-committee which leads these developments.

We have a dedicated team of specialists providing personalised support for students with additional learning needs. This may include differentiated curriculum tasks, one to one tuition and small group work with the Support for Learning Department. We also have a developing provision for academic enrichment for our most academically able students, with a wide variety of activities and challenges to engage their interest.

## SUPPORT, CARE AND GUIDANCE

Our academic success is underpinned by the strong pastoral support that we provide for our students. Pastoral support begins at Key Stage 2, with a comprehensive transition programme. There are visits to all our partner primary schools and taster days for all year 6 students. On arrival at QEII, students are placed in a tutor group led by a dedicated member of staff who will then guide them through many aspects of their lives for the next five years. Form tutors are responsible for monitoring the holistic academic progress and behaviour of their form members. The tutor is the first port of call for any concerns which a student or parent may have. The school cultivates an atmosphere in which the traditional values of honesty, courtesy and integrity are key. We also aim to foster a pride in personal appearance through the school uniform.

## ACCOMMODATION

Each subject department has its own specialist teaching rooms and we place emphasis on providing up to date facilities for learning. The school has excellent access to digital technologies, including iPads and laptop trollies for every department. Each room has a SmartBoard, projector and Apple TV. There are broadband access and email facilities for all staff and students. Sporting facilities are superb, including an all-weather pitch and a large expanse of playing fields. There are also good amenities for music and the performing arts. The next major building project will expand the facilities for Science and Technology through the creation of a STEM block.

## PROFESSIONAL DEVELOPMENT

The school is proud of its commitment to continuing professional development (CPD) for all staff, where there is a strong emphasis on coaching.

New staff are welcomed to the school and encouraged to take part in the Induction Programme run by the CPD team.

All teachers are provided with a laptop and there are regular opportunities to use and be trained in digital technologies.

Teachers take advantage of the fantastic professional development opportunities within and beyond the school. There is a collegiate approach to CPD with many staff sharing their expertise during workshop sessions. Staff can also get involved in the many training initiatives offered by the DEC, which can lead to additional qualifications such as Master of Education. The school is dedicated to career progression for staff and offers leadership training through the NPQSL programme.

We are active in the training of new teachers in collaboration with the Universities of Cumbria and Edgehill. Our pioneering approach to teacher training has been recognised as excellent in our most recent validation.

## APPLICATIONS FOR TEACHING POSTS

A Police check and DBS check will be requested on the successful applicant ONLY, but all applicants will be required to give their permission in writing for the Police check to be carried out should they be offered an appointment. Refusal to give this permission will prevent further consideration of the application. References are used as part of the selection process.

All appointments are subject to passing a medical.

The Isle of Man adopts similar terms and conditions of service to those in England. The Isle of Man is not subject to Ofsted but instead operates a system of School self-evaluation and review (SSRE) which is externally validated. There is a separate but similar pension scheme to the TPS in England.