



Queen
Elizabeth's
School

FOUNDED IN 1573

Priorities for Development


2025–2030

CONFIDENT | ABLE | RESPONSIBLE



BOUNDARIES

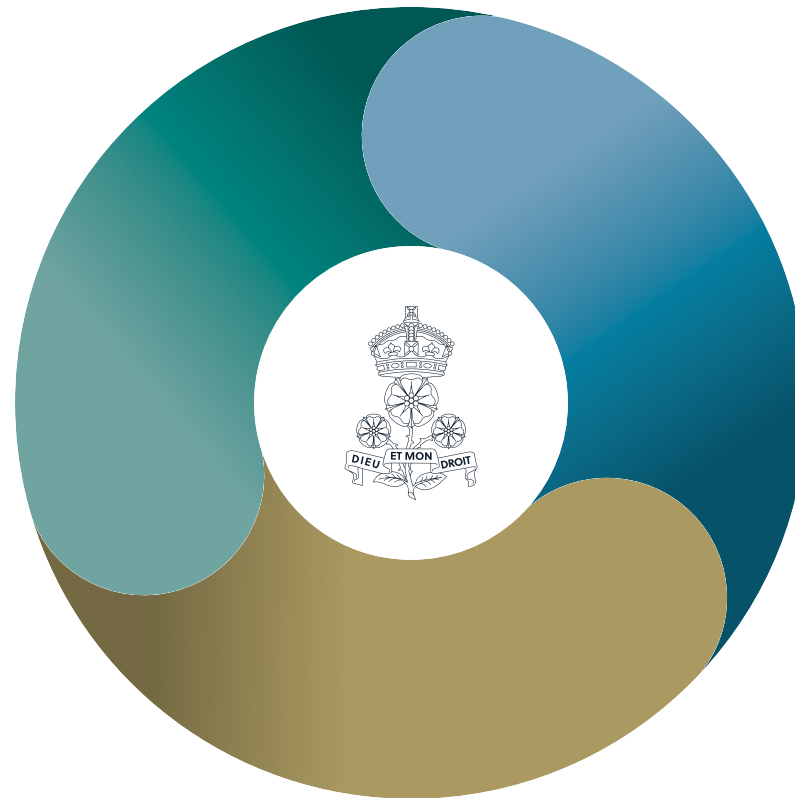
Our mission



The mission of Queen Elizabeth's
School: to produce young men who
are **confident**, **able** and **responsible**.



CONFIDENT, ABLE AND RESPONSIBLE



A **confident** Elizabethan is adaptable to different contexts and secure in his own identity. He is principled, always open to learn, and prepared to challenge himself as well as others.

An **able** Elizabethan exemplifies that combination of a vigorous love of learning, of adaptable, high-level thinking and of an unquenchable intellectual curiosity which we call free-thinking scholarship.

A **responsible** Elizabethan is kind and considerate. Wise and compassionate, he seeks to change things for the better, both in his own community and in society at large.



Thinking strategically, planning ahead



Nick Gaskell

Chair of the Governing Body

In the past five years, from an already strong position, Queen Elizabeth's School has gone on to new heights under the guiding principles of our previous development plan, *Building on Distinction*. That very success underlines the importance of having a plan and of thinking strategically across all areas of School life.

In setting out this new plan, the Governors have listened carefully to feedback from parents and pupils in their respective surveys, conducted early in the 2024–2025 academic year. The survey results have confirmed many areas in which QE is doing well, helping us to build with confidence on our strengths. Delving into the detail of the feedback has been useful as we have sought to respond effectively to the challenges and opportunities presented by a fast-changing world.

The long history of this School remains the bedrock on which we stand; our 1573 Charter, especially in its pairing of academic accomplishment with the acquisition of character, is as relevant today as ever. While standing firmly on that sound and enduring foundation, QE must remain forward-looking and dynamic, so that there can be many more chapters in its rich and remarkable history. In this new plan, we aim to do just that: we commend the plan to you.



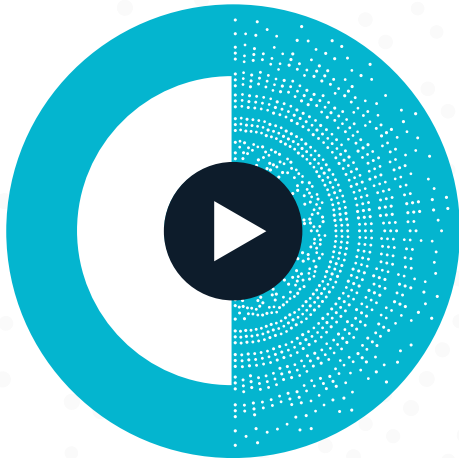
Naresh Raval

Vice-Chair

Realising boundless potential



Neil Enright
Headmaster



Watch our
BOUNDLESS video

Pupils joining Year 7 at QE in 2025 will start their professional careers in the second half of the 2030s. Their working lives may last 50 years or more. It is difficult to foresee where Artificial Intelligence, other technologies and climate change will take us in that time. One thing, however, seems certain: the world will change relentlessly, and those who fail to change with it will flounder. To succeed, today's young Elizabethans will have to adapt continually, reskilling repeatedly over a very long period.

It is not, however, only about the technology: since the pandemic, and in the light of the AI revolution, there has been renewed emphasis on community, ethics and on timeless human qualities such as kindness. If they are to be effective leaders, Elizabethans will need such qualities in abundance as they help others navigate a society that is rapidly changing around them.

For its part, the School must be agile. We must work out, in the face of uncertainty about the future, how our provision needs to be changed and developed to maximise the chances of our boys achieving remarkable success.

Our clever, multi-talented pupils have boundless potential. In these pages, we consider how that potential can be realised by nurturing and then harnessing all the confidence, ability and responsibility they will need to thrive in an exciting but unpredictable world.

Fulfilling our mission

Several generations have now passed since we crystallised this School's mission as 'to produce young men who are **confident, able** and **responsible**'. In our previous School Plan, *Building on Distinction*, we expanded on the definitions of 'confident, able and responsible'. Those expanded definitions still stand, as does the overall mission. This plan identifies and explicates our new points of emphasis for the 2025-2030 five-year plan. Why new? Firstly, because the past five years have seen significant changes in education and in wider society. Secondly, because we want to reflect feedback from our School community. And, thirdly, because the School has made considerable progress in implementing the goals of *Building on Distinction*, so it is now time to set out the next steps.

Reflecting on the last five years

Building on Distinction was formulated, and then launched, in the depths of the COVID-19 pandemic. In that time of global uncertainty, we quickly adapted to the new ways of working required, using the opportunity as a catalyst for continued development and positive transformation. Following an inspection in May 2022, QE was confirmed as 'outstanding' in all five of Ofsted's judgment areas – our sixth, consecutive top rating from Ofsted. In the same year, we were named *State Secondary School of the Year* by *The Sunday Times' Schools Guide*.




It was all an excellent foundation for our 450th anniversary year of 2023. Celebrations were conducted throughout that year, the whole School travelling to Westminster Abbey for a service of thanksgiving on the day of the anniversary itself, 24th March.

Academically, the School has continued to excel. *The Sunday Times* bestowed a further honour on us, choosing QE as its *State School of the Year for A-levels 2025*. A very substantial majority of our leavers go on to Russell Group universities; in 2024, well over 50% of leavers received offers from universities in the global top five in the QS World University Rankings.



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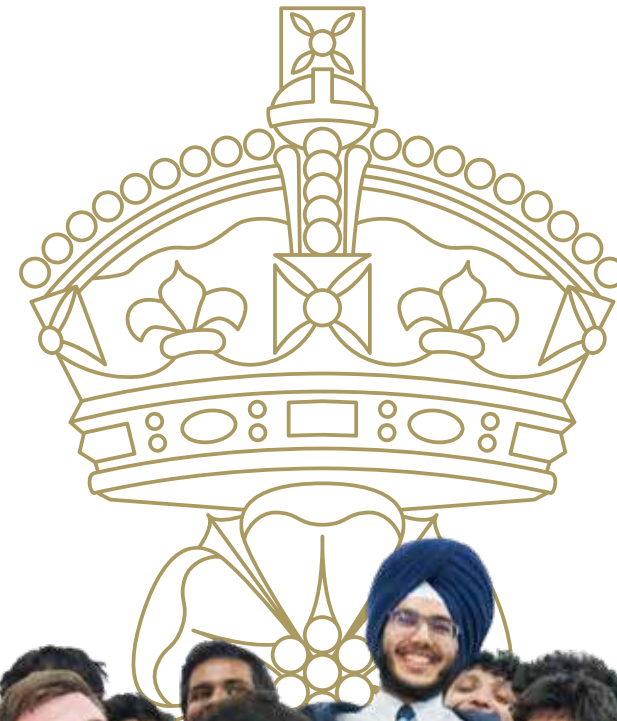
QE Essentials

All of this has been achieved through a determinedly purposeful and intentional approach to fulfilling our mission. By emphasising free-thinking scholarship and independent learning throughout our academic programme, we seek to nurture first-rate minds.

At the heart of School life lie our **QE Essentials**

– a coherent set of meticulously developed programmes, initiatives and concepts:

QE Flourish; QE Futures; QE Connect; free-thinking scholarship; Personal Development Time; our Digital Strategy; and our culture of safeguarding.



QE Essentials

QE Flourish

This not only promotes our diverse range of co-curricular activities, but also monitors boys' take-up of these opportunities, ensuring that they are deriving full benefit from a QE education.

QE Futures

This offers pupils both inspiration and specific guidance on paths into higher education and world-class careers. It operates throughout the School, with senior students benefitting from the considerable expertise embodied in USP (our University Support Programme).

QE Connect

QE Connect is our alumni network, through which we promote connections among the old boys themselves, while leveraging their huge career and life experience to help current pupils.

Free-thinking scholarship

While examination performance and mastery of the curriculum are important, our ambition is for our pupils to go beyond that: we are committed to cultivating free-thinking scholarship in today's Elizabethans. That involves helping them develop effective habits and strategies for independent learning. It means nurturing deep academic curiosity in their areas of interest and encouraging them to become ambitious thinkers.

Personal Development Time

The PDT curriculum is at the heart of our pastoral support, through which we seek to promote happiness and resilience among our boys. A flexible programme, it is regularly updated to take account of new challenges, whether online or in the physical world.

Digital Strategy

Our digital strategy initially drew on the experience of remote teaching & learning during the pandemic and is now a central aspect of education at Queen's Road. The strategy covers 'digital literacy' (knowing how to use technology effectively); it unleashes the huge potential of technology for enhancing the QE educational experience, especially through our 1:1 Programme; and it inspires and equips boys so they can take full advantage of emerging careers in areas such as AI, virtual reality, blockchain and robotics.

Safeguarding

This is the ever-evolving and bespoke set of measures encompassing: all the support that we put in place to enable our pupils to achieve the best possible outcomes in their lives; the guidance that is available on a day-to-day basis to assist their wellbeing; and the help that is provided as challenges emerge in School, beyond School, and online.

“A unique and unashamed meritocracy in which clever, hard-working boys who like a challenge will thrive.”

THE
GOOD
SCHOOLS
GUIDE

Good Schools Guide review of QE, 2025

Boundless potential

Boundless potential

We remain committed to producing 'young men who are confident, able and responsible', but it should be understood that the 'and' in that mission statement is crucial. For it is only when all three of these qualities come together that our mission is truly fulfilled: a successful Elizabethan draws heavily on the synergy of 'confident', 'able' and 'responsible'. It is what makes a QE education so powerful; a successful Elizabethan evincing all three characteristics will truly have **boundless potential**.



Moving forward

Queen Elizabeth's School continues to move forward with determination, focused on the future and on ensuring our boys are equipped to take on the opportunities and challenges of tomorrow. That we are able to do so is testament to the fact that we operate from a position of great strength, sustained by our deep roots from over 450 years of history and inspired by our rich story peopled by the many generations of Elizabethans who have gone before.



CONFIDENT

ABLE

RESPONSIBLE

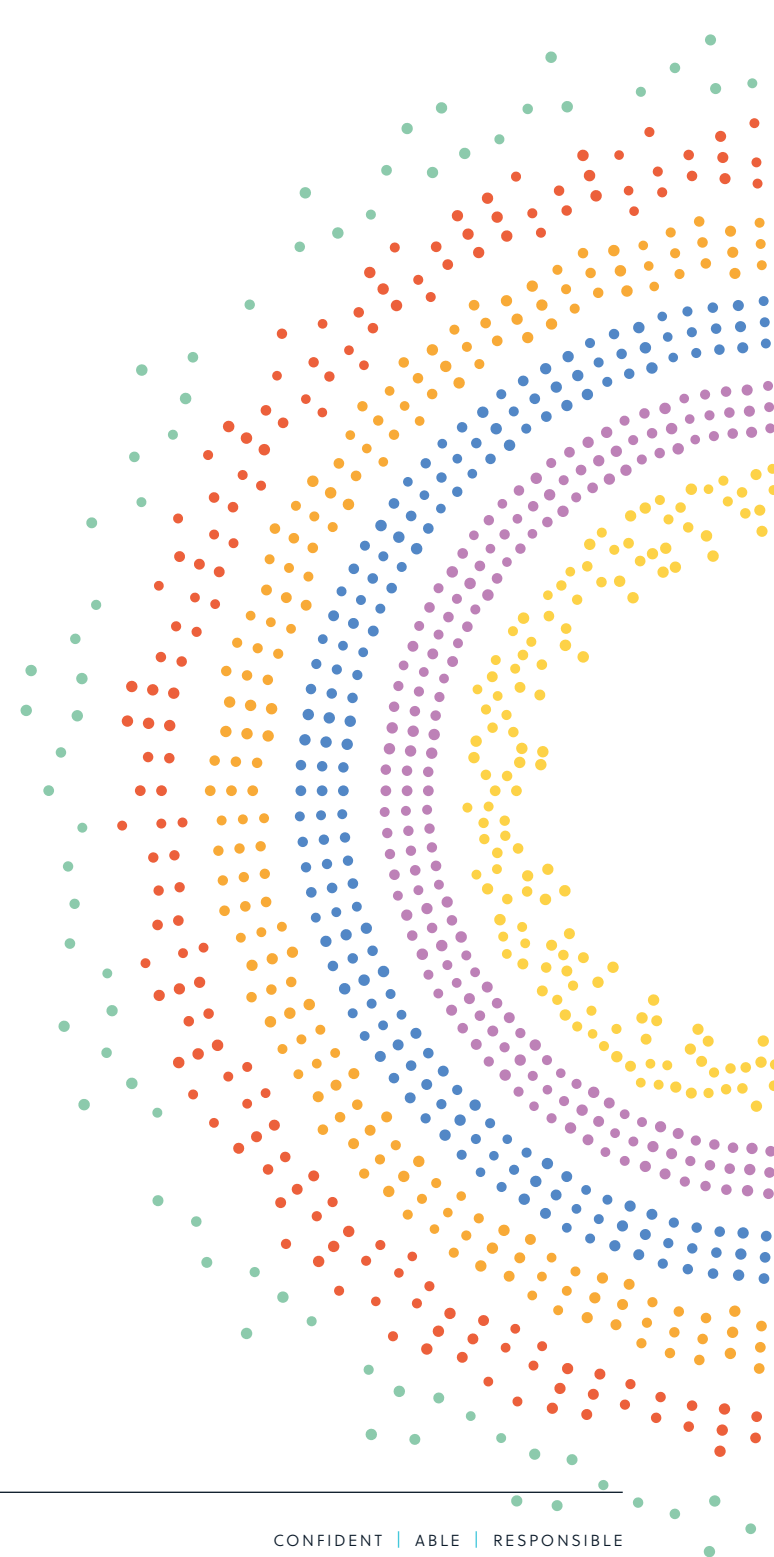


Our top six priorities for 2025-2030

Below are **six key qualities** that will help our pupils thrive at QE, and in their future education and careers. Over the next five years, the School will nurture pupils in becoming:

- i. **Deep thinkers and compelling communicators**
- ii. **Future-ready**
- iii. **Self-aware people who make things happen**
- iv. **Leaders of influence and valued collaborators**
- v. **Community-orientated**
- vi. **Sustainability-literate**

Our aim is also that our pupils will consider these **characteristics and competencies** themselves, reflecting on their own strengths, as well as on areas meriting further development.



Deep thinkers and compelling communicators

Confident enough to be open to any reasoned possibilities, an Elizabethan will not be held back from expressing a new or alternative idea or perspective by the fear of being wrong, nor by undue peer pressure. He will be bold enough to challenge current norms and notions of success, and will instead explore his own, sincerely held values.

He will be willing to experiment, persuasively communicating ideas which may not yet be fully formed. He will be **able** to synthesise ideas to form arguments, and will be accomplished at critical thinking. He will break through superficial narratives to understand complexity and will then be able to articulate those complex ideas concisely and accurately in both the spoken and written word. In an age of misinformation and ubiquitous low-quality online material, the able Elizabethan will exhibit a genuine love of learning and will be eager for detail, undertaking deep study of literature and other credible sources. He will be able to concentrate and to engage in profound reflection in order to arrive at a sound understanding.

A **responsible** Elizabethan will know there is no substitute for investing time in studying his genuine interests; he will eschew short cuts or cheats. He will reflect on the impact that an idea, argument or solution might have on others. He will also take pains not to be unnecessarily provocative on sensitive issues.

Future-ready

Confident of his place in the world, an Elizabethan will face the future and any fears he feels squarely. He will be fully aware that this future is likely to bring rapid technological and societal change and uncertainty, with the potential for increasing social fragmentation and conflict in the coming decades, arising, for example, from the impact of climate change or backlashes against the progress that has been made in the establishment of a more inclusive society.

The **able** Elizabethan will be exceptionally well equipped to find his path in this future. He will be adaptable and will benefit from a wide range of employability skills, such as digital and financial literacy, AI competency and resilience.

He will be **responsible** in purposely taking a long-term approach to his own learning, understanding that this must sometimes be at the expense of short-term gain. He will understand the importance of ethics and decision-making in our modern society, including the digital world, and will apply his powers of leadership to the issues raised in this regard by AI.

Self-aware people who make things happen

While enjoying quiet satisfaction over what he achieves at the School, the **confident** Elizabethan will understand that a QE education is a unique experience. He will thus take advantage of his time here to reflect with honesty on his areas of strength and (relative) weakness. He will be willing to share those strengths to benefit the community, while accepting support for the weaknesses: he will make a positive impact through his skills, conversely welcoming situations where others can positively impact him. On leaving QE, he will possess the inner confidence that comes from holding a balanced perspective. He will avoid unduly comparing himself to others, aware of the twin dangers of excessive self-confidence and feelings of inadequacy. He will recognise the support that has gone into getting him where he is – from home, the wider community, and the School.

Aware of his thinking, he will be **able** to understand that the process involved in learning is important in determining the outcome, and that focus on that process will make for better, more enjoyable long-term learning. He will make sensible, evidence-informed choices, and will know the dangers – not least for his own wellbeing – of seeking short-term satisfaction through taking shortcuts in his studies or studying only for exam success.

A **responsible** Elizabethan will grasp how important it is to access support to make progress in his learning, and will know he needs to select the right support for the right situation. He will be resilient and will show agency, taking on the task of making things happen.

Leaders of influence and valued collaborators

A **confident** Elizabethan fully understands what teamwork is and the value of it. Confident in a team or group setting, he can play different roles in a team as the situation requires, trusting and, indeed, supporting others as they contribute. He understands completely that in order for a team to function well, so that all benefit from it, he has to contribute to that team. He will know how to transfer skills to different contexts, feeling comfortable and confident to navigate unfamiliar situations without direction.

Able to be resilient amid pressure, an Elizabethan will have the desire to work hard and be able to push himself when the occasion demands and thus become someone who can be relied upon by others.

A **responsible** Elizabethan will be able to give appropriate instruction to others and will lead in a way that is consistent with his strong ethical values, therefore serving as an example to his peers. He will thrive as part of a collective learning experience and will excel in supporting his peers, including those with different skills and perspectives, respecting all in the classroom and collaborating productively. He will recognise the value of dialogue in lessons and classroom etiquette, playing his part fully.

Community-orientated

A confident Elizabethan feels a sense of belonging to the communities of which he is part. He will be committed to each at an appropriate level and will engage thoughtfully with their values. He will both gain from those communities himself and give something back to benefit others. He will be adaptable to different situations, including social, educational and professional settings, whether encountered at school, at university or in future adult life.

He will be especially **able** to understand that making mature, balanced choices and working hard will benefit not only himself but others around him.

Responsible in his outlook, he will contribute to a thriving School community from Year 7 through to Year 13, helping to ensure it has the right culture – one that is safe and supportive for all boys, both in person and online. He will grasp the worth of our whole Elizabethan community – including parents, alumni, staff and his peers – appreciating, among other benefits, the impact it can have on personal development. He will appreciate our diverse QE pupil community, and the work that goes into equality, diversity and inclusion. He will be enthusiastic about contributing to the School's work in the local area to increase opportunity and enrich the lives of those outside, whether, for example, that's through sport, music, or QE's voluntary service programme. A responsible Elizabethan will aspire to make a contribution not only locally and at the School, but also nationally and globally.

Sustainability-literate

A QE pupil is **confident** that all he does, whether academically, socially, or in terms of his health, is sustainable over time. It also helps sustain his community: he does nothing that is to the detriment of the experiences or choices of those around him.

He is **able** to focus on how and why he learns – rather than on outcomes, such as examination results – understanding that with such an approach, learning is more sustainable in the long term. He is resilient and will comprehend the impact of making good choices (or bad ones) on his own life and on the environment.

He will be **responsible** in acquiring a good understanding of the complex systems that guide human biology and the environment so that the right choices may be made. In short, he is responsible in the areas of both personal and environmental sustainability, placing weight on the value of a healthy mind, healthy body, and a healthy environment, both locally and globally.





Four Foundations

Underpinning and enabling everything we do at Queen Elizabeth's in support of our mission are the following foundations.

Bold decision-making

The QE of today owes much to the adventurous spirit shown by our forebears in boldly seizing opportunities and thus overcoming crises that on multiple occasions threatened the School's very existence. That spirit has again flourished in the modern era. The growth of The Friends of Queen Elizabeth's is one example, its well-supported and innovative fund-raising securing major improvements to the campus. Recently, the establishment of FQE International Enterprises and the QE Global Schools programme has demonstrated true entrepreneurialism, with the QE governors showing they are prepared to pioneer radically new initiatives in pursuit of the School's long-term financial interests. Such bold decision-making will continue to be a mark of leadership and governance at Queen Elizabeth's School.



Creative thinking around our space and place

QE seeks to make the most of its attractive Queen's Road site and of the happy circumstance of its location on the threshold of one of the world's great cities, yet within easy reach of beautiful countryside. We take full advantage of our proximity to the capital, whether it is theatre trips to the West End, visits to Parliament, or links through our alumni with City of London financial institutions. At the same time, QE remains very much a Barnet school, as prescribed in our Tudor charter. We are proud of our local links and our partnerships with nearby primary schools and other bodies. Our new estates strategy builds on the good work already done to turn our campus into a first-class educational environment. The strategy will integrate the thoughtful improvement of existing buildings with the creation of new, high-quality facilities. We will invest in the ongoing development of our digital infrastructure and follow our climate action plan as we create a culture that prioritises sustainability, thinking about how, and with whom, we work.



Developing people and partnerships

We see our pupils, parents, staff, governors and volunteers as all parts of our core Elizabethan community, working together as a coherent team. Investing in careful recruitment and effective training & development, we maintain a healthy and fruitful culture, giving especial attention to areas such as equality, diversity & inclusion, as well as safeguarding. Our aim is that all at QE will have opportunities to broaden their horizons, expand their thinking, and deepen their knowledge, so that everyone can grow to model the qualities we aspire to in our boys and each make a broad and telling contribution. Through our wider community, encompassing our alumni body and other friends, we encourage and support philanthropy and active engagement. We invest not only in individuals, but in partnerships, too, thereby inspiring excellence, strengthening external relationships, learning from other organisations, and making a positive impact on society.



Smart application of technology

The School is wholeheartedly committed to the judicious use of technology, including AI, wherever it can help us fulfil our mission. Technology is opening up whole new realms of possibility in teaching & learning, and we are embracing this through our carefully considered digital strategy and 1:1 programme. We will continue to explore technology's potential for inspiring personal development and supporting enhanced capability across the School's operations, while reflecting upon the need to protect wellbeing, privacy and security. It is also helping us to maintain clear, appropriate and timely communications with parents and others within the Elizabethan community.






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