



**QUEEN ELIZABETH'S
GRAMMAR, ALFORD**
A Selective Academy Ltd



PROSPECTUS
2025/2026



“ I would like to sincerely thank both you and your staff for the wonderful education you have provided me with. ”

I hope that the information in this prospectus provides a flavour of **Queen Elizabeth’s Grammar, Alford.**

As Headteacher, I am proud to lead a school that has established outstanding relationships between teachers, parents and carers, students and our wider community. We work together to ensure that we support each student to be the best that they can be, understanding that they can achieve their highest ambitions if they believe in themselves.

My goal is that students should achieve the best they possibly can in terms of academic progress, be meaningfully happy and secure in their school environment and develop into well rounded individuals, well prepared for the next stage of their educational journey and lives.

At Queen Elizabeth’s Grammar we offer students the opportunity to achieve the highest levels of academic achievement, while at the same time supporting them to be caring, friendly and aspirational individuals. Respect for others, self-discipline and personal integrity being cornerstones of the school community.

The academy has approximately 560 students on roll. The fact that we are a modest sized school facilitates our

ability to know students as individuals and consequently students quickly feel part of the community. It also allows us to offer learners the tailored support, care and guidance that they require to fulfil their potential both academically and beyond. This ambition and aspiration is expressed in the ethos of the school and in day to day lessons. This is reflected in our external recognition as consistently being one of the highest performing schools in the county.

As a caring and happy school community, we recognise the value of developing the whole person and therefore provide an extensive range of extra-curricular activities that aid in developing a student’s leadership potential. We provide a broad, challenging and successful experience which prepares students for their next vital steps, but is also thoroughly enjoyable in its own right. During their time here students build strong friendships and gain in the confidence they will require to excel. Each individual is supported throughout by the high levels of expertise and enthusiasm which staff bring to their work.

We are well aware of the trust our parents/carers place in the school and that is why we will invest the time and energy in order to make the difference for each and every student.

We are very proud of our students and as a result I strongly recommend that you pay us a visit to meet the students, teachers and myself and see the opportunities for young people that our community has to offer.

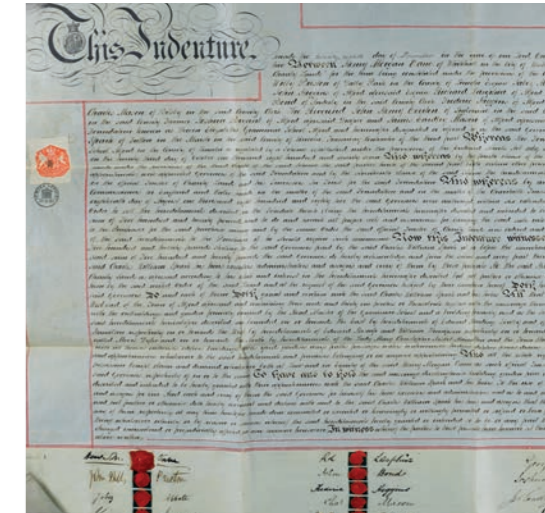


Glen Thompson
Headteacher

Please note: More detailed information on the academy’s policies and examination results is available on our website: www.queenelizabeths.co.uk



“There is no thank you big enough for the guidance and belief they received from you.”



A brief history of the school

In 1566 Francis Spanning, a rich merchant of Alford, appointed six governors and gave them £50 to invest. The Foundation had begun. The first school is believed to have been housed in the little room above the porch of St Wilfrid’s Parish Church.

Ten years later, it moved to a property on the corner of West Street and Chantry Road, where it remained for over three hundred years before moving to its present site in 1881.

William Cecil, Lord Burghley, was one of its first patrons. He petitioned Queen Elizabeth I to grant a Charter to the Free Grammar School in Alford “for the education, instruction and bringing up of children and youth for ever to continue”. The original charter and seal are now in the Archives

Department in Lincoln and to this day, the Cecil family and the school share the same badge and motto: “**Cor Unum, Via Una**”, one in heart and goal.

In the last 100 years the school has expanded rapidly. Sir W Lancelot Travers, an ex-student of the School and the founder of the Old Elizabethans’ Association, set up the Travers Trust to provide scholarships to local pupils who proceed to university education. Girls were admitted in 1959 when the school was significantly enlarged.

In 1986 Queen Elizabeth’s was one of the first schools in the country to become Grant Maintained, then becoming a Foundation School in 1999 and in October 2010 it was the first grammar school in Lincolnshire to convert to Selective Academy status (initially only available to schools rated as ‘Outstanding’ by Ofsted).

The academy celebrated our 450th anniversary in 2016.



“ Thank you for all the help, support, advice and mentoring ... You completely changed her life around and for that we are eternally grateful. ”

At Queen Elizabeth’s, our primary purpose is to provide a high quality service for our pupils and their parents. As a Selective Academy we aim to establish ourselves as a centre of excellence, raising levels of achievement and opportunity for the whole community through a dynamic and creative focus on business and enterprise and effective use of student voice, which will pervade all learning.

Aims:

- **To develop the full potential of each individual pupil.**
- **To develop pride in achievements and an atmosphere which encourages respect and understanding for one another and the world in which we live.**

Learning must be central to the life of every one of our pupils. We acknowledge the needs of individual pupils and strive to help them develop their full potential.

The Academy is keen to maintain a tradition of high achievement and we hope to develop further a sense of pride and respect for each other’s successes and achievements. For each pupil we hope to offer appropriate incentives and rewards to promote high standards in all aspects of school life.

The Academy is seen as a community where good relationships are vital for the welfare and progress of all. All members of this community - pupils and staff (teaching and support) are equally valued, though responsibilities vary greatly. Within and beyond the school community we hope to engender an understanding of different cultures and traditions and a sense of wonder regarding the world in which we live.

- **To provide appropriate and varied opportunities for everyone**

There is much more to school life than what is taught in the classroom and we try to ensure all our pupils are given plenty of opportunity to enjoy and learn from extra-curricular and cross-curricular activities, which enrich the life of the school. It is particularly important for pupils in a small community such as Alford to have as many diverse opportunities as possible and to see themselves as part of a much wider community. With our business and enterprise focus we hope to develop the necessary skills in our students so that they are able to make a leading contribution on a national scale.

- **To provide sensible guidance, support and advice.**

Personal development in the teenage years can lead to difficulties, and relationships within school can be complex and varied. We have a duty to prepare our pupils as constructively as we can for the personal and emotional demands placed upon them, now and in the future. Through our day-to-day teaching and tutorials, we aim to enable pupils to develop high self-esteem. We aim to

provide a community in which pupils and staff care about each other’s well-being and everyone in the academy feels valued.

- Learning is seen as a lifetime experience. We aim to work closely with primary schools, parents, higher education institutions and employers.

- **To develop a good work ethic and environment**

We aim to develop a calm and purposeful working atmosphere and a pleasant and well-kept environment. The school provides opportunities for independent and group learning through the use of a wide range of resources.

We also hope to develop a wider respect for the environment in which we live.

We value:

- Achievement
- Integrity
- Mutual respect
- Self-discipline



“Our Year 5 pupils attended the Enterprise Day today at QEGS. I just wanted to say what a wonderful day they had. The QEGS pupils were a credit to the school - very helpful and their conduct was exemplary.”

Admission arrangements

Our governing body is the admission authority for the school. They aim to admit the students who they consider the most likely to enjoy and benefit from a grammar school education.

The full admission policy for Queen Elizabeth’s Grammar is published on our website and on the website for the Lincolnshire Consortium of Grammar Schools, www.grammarschools.lincs.sch.uk.

Entry at 11+

We select students through 11+ testing in Year 6. The school’s Year 7 intake of 84 students is drawn from those in approximately the top 25% of the ability range of the relevant age group.

We give preference to pupils living or going to school in our traditional catchment area (the area served by the primary schools in Alford, Huttoft, Mablethorpe, Sutton-on-Sea, Theddlethorpe, Willoughby and

Withern). These generally comprise approximately half the students in each year group. Pupils, in our designated transport area, with siblings already attending our school will be given preference. The others choose to come to us from a wide area including Grimsby, Horncastle, Louth, Skegness, Spilsby and beyond.

Parents of students not offered places at the academy have the right of appeal and all appeals are heard by an independent panel.

Entry at other times

Students are normally admitted at 11+ (to Year 7) and 16+ (to the Sixth Form) but we are happy to consider requests for places at other times if

there are any places available. We look for evidence that prospective students are in the top 25% of the ability range (from standardised tests) and their performance indicates that they would benefit from the curriculum and pace of work available at this selective academy. We use CAT 4 tests for mid-year transfers and require a standardised mean score of 112.

Visits to the academy

The academy’s annual open day takes place in June or July. There is also an open day for the sixth form at the end of November. We welcome visits from parents and prospective students at other times, by appointment.



“ We have nothing but praise for the level of support and breadth of opportunity. ”



From primary school to secondary school

Children from relatively small primary schools are bound to feel some apprehension when moving to secondary school.

Impressions and attitudes formed in the first few weeks are vital and we have developed a programme of induction which includes:

- Maintaining close links with local primary schools.
 - Our Head of Lower School visiting children in the familiar surroundings of their primary school to offer reassurance and address any concerns as early as possible.
 - Speaking to primary school teachers who are able to provide valuable information to assist in making the transfer process as smooth as possible - we also send them a copy of their ex-students' first report.
 - Running 'master classes' in the summer term of Y6 when they will meet their new form tutor and participate in extension activities.
 - An Induction Day in July where new students spend the day at Queen
- Elizabeth's, meet their new form tutor and experience a range of lessons and new routines, looked after by members of our sixth form. There is a meeting for parents in the afternoon, after which they meet their child's new form tutor.
- A 'Meet the Tutors' Evening in October, where parents can check on their child's progress and share any concerns.
 - Mentoring by Sixth Form students.

“..thank you for all of the support that you have given me over the last seven years because my school experience has honestly been a dream.”



Houses

Each year is divided into three house groups (forms) - Cecil, Spanning and Travers. Students are taught in these groups for most of their lessons in the Lower School.

The houses are led by the house captains, which are highly sought-after student leadership positions. The house spirit within the school is very strong and there are house competitions including sport, music, cooking and dance. The house system provides further opportunities for students to work with students in other year groups and promotes community spirit. The house badges were designed by three Y7 students in 2009.

Spanning House

Named after Francis Spanning, the wealthy local merchant who founded the school on 18 March 1566. He established a free grammar school "for the teaching of young children to learn the ABC and also to read both Latin and English". Francis Spanning gave £50 as an initial investment, four-fifths of the revenue to be used to pay the schoolmaster and one-fifth to be given annually to the poor of Alford. His

generous financial support was followed in subsequent years by other donations of money and land so that the school governors had sufficient income to pay its Master.

Cecil House

Named after Sir William Cecil, Lord Burghley, and his son Sir Thomas Cecil, who were the noblemen responsible for asking Queen Elizabeth I to grant a perpetual Charter to the school, dated 12 July 1576. The Charter established the school as The Free Grammar School of Alford.

Travers House

Named after Sir Walter Lancelot Travers OBE CIE who was a pupil at the school until 1889 and founded the Old Elizabethans' Association in 1932. When he died in 1937, he left his entire wealth to the school to pay for new buildings and to establish scholarships to help pupils going on to university.



“ We are all immensely overwhelmed as well as proud beyond belief. We cannot thank you enough. You never stopped believing in our dreams. You gave up your own personal time which has ultimately resulted in Ben achieving his full potential. ”



Curriculum

Within the framework of the National Curriculum, we ensure that students receive a broad and balanced education.

At GCSE all students take English, English Literature, Mathematics, Combined/Separate Science, History or Geography, French and RS. Other subjects offered include Art, Business Studies, Computer Science, DT Graphics, Music and GCSE PE.

At A Level a wide range of subjects is offered including Sociology, PE, Psychology, Photography and a range of Business Studies courses including Economics. Lessons are one hour long and the school day comprises five lessons.



“As always on visits to your school, I was pleased to see the exemplary standards demonstrated throughout the whole environment.”



Expectations

Queen Elizabeth's sets high standards in terms of work, behaviour, dress and attendance.

Mutual respect is a core value and we expect students to show courtesy and consideration to each other and to staff at all times. We have a zero-tolerance approach to bullying and there is a student committee led by senior prefects, who provide support and guidance if bullying should occur.

All students and their parents sign a Home-School Agreement, setting out the framework for a successful

relationship between parents, students and the Academy. We value parental support and recognise the need for good communication in order to achieve this. There is a weekly 'Tuesday letter' written by the Headteacher, which is e-mailed to parents.

We set out a code of conduct, reinforced by policies that can be found in detail on the school's website.

Home learning makes an important contribution to students' progress and consolidates and develops skills and understanding. Home learning tasks can be viewed by students and their parents on the school's intranet. Students are also encouraged to read for at least 15 minutes each day.



School uniform

If any parent is in doubt as to whether an item of clothing or footwear is acceptable, they should contact the school. All uniform must be clearly named.

As a school, we firmly believe that our school uniform plays a valuable role in contributing to our ethos and setting an appropriate tone that supports effective teaching and learning. Working with parents and students, we work towards achieving the consistent appearance of students across the Lower to Middle School and Upper School (Sixth Form), and we are keen to maintain this.

Some of our uniform does display the school logo and the school motto which is important to us. Whilst we recommend and sell uniform from our branded suppliers, parents can substitute items without logos using alternative brands provided they match colours (colour swatches can be obtained from reception). Uniform can also be supplied from our nearly new stock.

Uniform can be purchased through:

Nationwide School Uniforms Spilsby
Co-jo's Louth
QEGS Alford Uniform Shop
(whilst stocks last)

Uniform Accessories and Cosmetics

All pupils are expected to wear the correct uniform in school, on the journey to and from school and on all school occasions, and to take good care over their personal appearance. If any parent is in doubt as to whether an item of clothing or footwear is acceptable, they should contact the school. All uniform must be clearly named.

- Exaggerated or unusual styles are not acceptable in any part of the school uniform or hair (and hair must not be streaked, tipped or dyed an unnatural colour).
- Pupils must be clean-shaven, and if make up is worn, it should be discreet. False eyelashes are not allowed.
- Nose studs are not allowed.
- Nail varnish is not allowed (nor are extensions).
- Pupils must have long hair tied back fully.
- One plain ring, a wristwatch, a necklace, and stud or small earrings may be worn (not dangly earrings or large hoops and only one pair)

provided they are removed when necessary for practical subjects. No other jewellery is permitted, and the school accepts no responsibility for its safekeeping.

- Plain black ankle or knee length socks OR tights 40+ denier black tights should be worn. Trainer socks are not allowed.
- Shoes should be plain black leather-style shoes - flat or low heeled with backs (heels no higher than 1½ inches and not kitten heels or sling backs).
- Grey designer pleated skirt (stitched down pleats). All skirts should be worn on the knee.
- School coats can be any colour, with sensible caveats around offensive slogans, or a Showerproof Sports Fleece Jacket individually named, with school badge and fluorescent school logo.

A full uniform list can be found on our website.



“ Both the staff and the students make the school not just a place of learning, but somewhere where memories are created and friendships are made for life. We both treasure the time we spent at QEGS. ”





“What a fantastic education they have both had; there is no better school.”



Care, support and guidance

The academy prides itself on the high level of care, support and guidance it offers to its students.

Each student is known and valued. Form tutors and Heads of School and the Pastoral Lead play a crucial role in the day-to-day support of our youngsters, with a highly successful SEND department. Support clubs and revision sessions are offered in most subjects, and sixth form students act as mentors for younger students in many support clubs and in Y7 the after-school Home Learning Club.

Independent careers advice is available for all year groups, with more regular interviews available for senior students.

All Year 11 students have a mentor, with this support also offered to a small group of selected pupils in other year groups.

Our Wellbeing Captains in cooperation with the Senior Mental Health Lead are responsible for supporting students, raising the profile of wellbeing across the school, leading initiatives, introducing and driving the wellbeing focus each term and delivering whole school assemblies.

“It’s been a whirlwind of wonderful experiences for him. I am so grateful that he’s been at a school that has nurtured and enabled him - thank you.”



Student Leadership

Our focus has been to use student voice to enhance learning and teaching. Students play an active part in the running of the academy.

Representatives from the Student Leadership Team attend all governors' meetings. A group of senior students is trained to observe lessons and give feedback to teachers, and students are also involved in leading primary

school events, mentoring individual students and coaching teams.

Student leadership is strong at Queen Elizabeth's and the school's Student Leadership Award scheme aims to

develop the necessary skills and opportunities for students to take a leading role in the school community, their local community and ultimately at a national or international level.



“ We are all over the moon for Miles, and I am very appreciative of the immense contribution to his development that everyone at QEGS has made. ”



Physical education is considered an important aspect of every student's education and all students are expected to participate for at least 2 hours per week - unless excused on medical grounds.

The main winter activities are football, rugby, lacrosse, netball, dance, badminton and basketball. During the summer, tennis, rounders, cricket and athletics are the main activities. House competitions are also held in each of the main activities.

We have a bespoke gym which is accessed by students with fitness and spin classes offered.

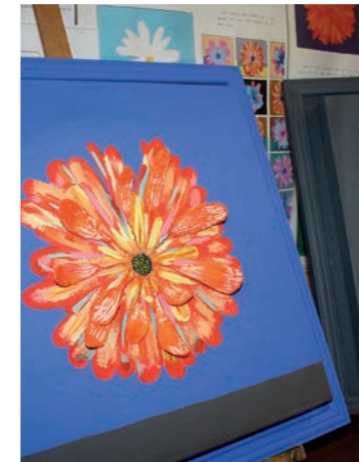
GCSE and A level courses in physical education are available.

Various sports fixtures are arranged with neighbouring schools throughout the year and we enter almost all district sports competitions.



“I would like to formally thank you for the last seven years, where you and your team have always cared and supported Georgia and myself exceptionally well.”

Queen Elizabeth's
Grammar



Creative arts

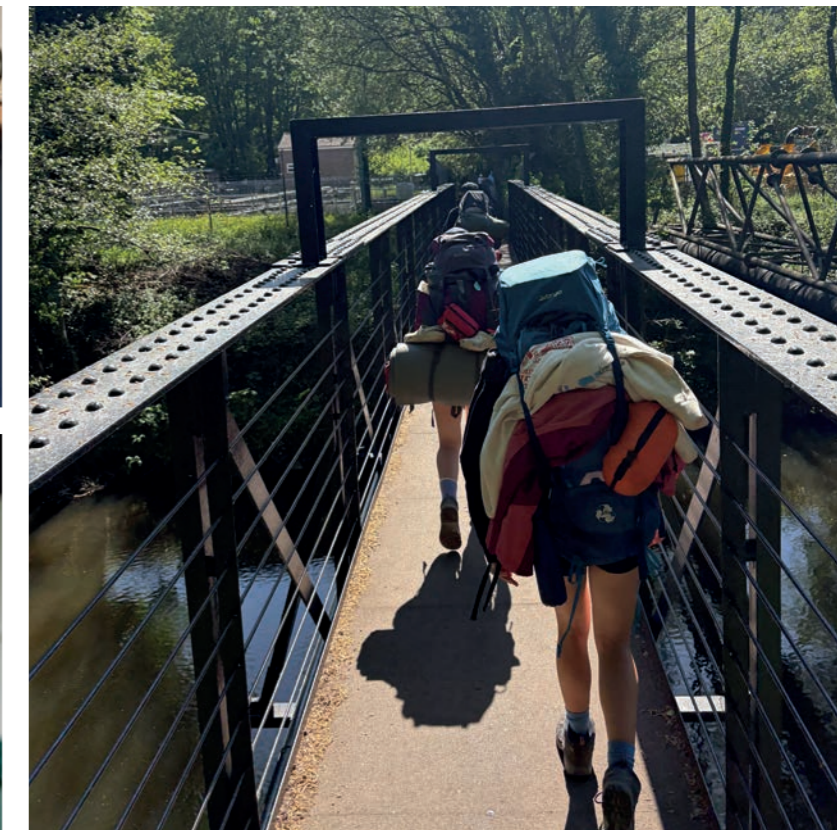
Each year there are drama productions and regular music concerts and recitals.

School choirs, wind band, ukulele, handbells and orchestra practices are held regularly throughout the year.

Music recitals are held in the local church during the summer term. Instrumental lessons are available.

A House Music competition is held at the end of the summer term.

“Thank you for the endless opportunities you have given me. I have loved every second of school life and it has definitely shaped me into the person I am today.”



Other extra-curricular opportunities

Foreign visits include a ski trip to Italy for Y8, a Y7 French trip, a Y10 History trip to Ypres, a Y10 geography trip to Iceland and in Y12 a residential Geography field trip to North Yorkshire.

Field studies, outdoor education and visits to theatres, lectures, art galleries and careers conferences are regularly organised.

The school runs a Duke of Edinburgh Award Scheme course to Gold level and, in Y12, there is an opportunity to take part in the Young Enterprise scheme where students set up and run a business.

We have a very wide choice of organised lunch-hour and after-school activities and clubs, including science, school radio, gardening, sport,

music, drama, debating, photography, art, Young Journalist Academy, languages, DT and Army Cadets.

The Information Technology rooms and library are available for use by pupils during each break and after school.



**QUEEN ELIZABETH'S
GRAMMAR, ALFORD**
A Selective Academy Ltd

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