

## AIMS AND ETHOS

Queen Elizabeth's Grammar School is a community of learning and teaching which encourages all pupils to fulfil their potential. We seek to instil a desire to pursue excellence in all we undertake.

The Board of Governors of Queen Elizabeth's Grammar School

- ◆ endorses the right of all parents, enshrined in the Universal Declaration of Human Rights, to choose the kind of education that shall be given to their children
- ◆ takes all reasonable steps to ensure that the choice of education shall be extended to every child in the area capable of benefiting from it
- ◆ declares that no child able to satisfy the entry standards shall be debarred from taking up a place at the school by reason of race, colour, gender, sexual orientation, creed or disability or, so far as the school's financial circumstances reasonably permit, by reason of poverty
- ◆ promotes a broad education of the highest quality, characterised throughout by the pursuit of excellence and the achievement of the full potential of each individual child.

### **Mission Statement**

The Board of Governors has endorsed the following Mission Statement:

Queen Elizabeth's Grammar School is committed to providing a broad education of the highest quality, characterised throughout by the pursuit of excellence.

Rooted in Christian values which promote both the worth of the individual and the development of a responsible attitude towards others, it fosters supportive family values and actively encourages achievement and innovation, to prepare all pupils confidently to meet the challenges of a rapidly changing world.

### **Aims**

Queen Elizabeth's Grammar School has as its motto *Disce Prodesse*. This is rendered as *Learn to be of Service*. To that end, the school instils in its pupils the principles of good citizenship as well as preparing them for university and the world of work.

The school encourages pupils

- ◆ to acquire and enjoy the acquisition of knowledge
- ◆ to make informed and realistic judgements appropriate to the age of the pupil
- ◆ to use those judgements to reflect on the role of the individual in the community and the world of work
- ◆ to have a flexible mind and an appetite for learning to cope with changing social, technological and career patterns
- ◆ to foster a set of personal values rooted in honesty, trust, tolerance, understanding, caring and respect for others

- ◆ to use those values to establish effective personal and social relationships
- ◆ to develop a spiritual dimension
- ◆ to understand the basic rights of other people, especially those ill-placed to promote their own needs
- ◆ to understand the causes of inequality of opportunity and treatment afforded on grounds of ethnicity, gender, sexual orientation, social class or disability and the need to remove such discrimination
- ◆ to develop a sense of good citizenship, a regard for community and the need for participation

The School aims

- ◆ to promote depth and breadth in the curriculum
- ◆ to improve results in SATS, GCSE and A level, adding value consistent with the level of intake
- ◆ to build on our reputation for excellent pastoral care and link it to pupil development
- ◆ to improve and extend relations with parents and outside agencies
- ◆ to continue to foster links with and provide opportunities for the local community
- ◆ to invest in facilities and learning to the benefit of pupils in so far as responsible use of school finances allow (q.v. Bursary policy).

## **Ethos**

QEGS traces its origin to the chantry school founded in 1509 by Thomas Howard, 2<sup>nd</sup> Earl of Derby. Established in the parish church as “the free gramer schole of Blakeborne”, the school survived the vicissitudes of the mid-Tudor crisis and was granted a Royal Charter by Queen Elizabeth I in 1567. The school is proud of its Christian traditions.

When it was decided to rebuild the parish church, the school found new accommodation, first in Bull Meadow and then in Freckleton Street before moving to the site on West Park Road in the 1880s. In the nineteenth and early twentieth centuries, the school took in local boys able to benefit from the academic curriculum on offer. For a time, it was known as Blackburn Grammar School. The school is proud of its associations with the borough.

The historic “idea of the grammar school” is that education is the route to individual fulfilment and should be available to all able to benefit by it, irrespective of background. To that end, Queen Elizabeth’s participated in the Direct Grant and Assisted Places Schemes which allowed able pupils from disadvantaged backgrounds to attend. The school is proud of its grammar school heritage.

Whilst the school has always put a premium on academic study, pupils have gone on to achieve success in many different walks of life. Many have achieved distinction, contributing to our local, regional and national life and to the world beyond these shores. In 1923, the school adopted its motto. To that end, the school instills in its pupils the principles of good citizenship as well as preparing them for university and the world of work and we believe that there is no intrinsic incompatibility between individual success and contributing to the greater good. The school is proud of the achievements of its pupils.

The school has been in existence for more than 500 years and owes its longevity to continuous and often accelerated evolution. It is by a judicious combination of old and new that QEGS has thrived. Where it is serviceable, tradition is maintained. Where it is not, the school is innovative in its response to change. The school is proud of its ability to meet, manage, and direct change.

The school believes that, at root, education is a moral enterprise. QEGS espouses values which all can recognise and with which all can feel comfortable. Whilst explicitly Christian, they are supportive, family values which are common to all faiths. Our community reflects the ethnic and religious diversity of Blackburn and its surrounds. The school is proud to be pluralist, embracing all cultures and faiths and demonstrating racial integration.

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Reviewed by Constitution Committee

14 June 2012

Approved by Board of Governors:

02 July 2012