

Queen Elizabeth's Grammar Alford - A Selective Academy

Address: Station Road, Alford, Lincolnshire, LN13 9HY

Unique reference number (URN): 136315

Inspection report: 6 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils are well prepared with the knowledge, skills and qualifications to make positive next steps in education, employment or training. This includes the knowledge they need to function effectively in adult life. For example, pupils speak articulately and with confidence, including when addressing large groups of people. Many pupils also enjoy reading as a leisure activity. However, some pupils have underdeveloped handwriting that staff have supported with only partial success.

Pupils and students in the sixth form show that they learn and achieve well across the curriculum. In national tests, pupils' attainment is at least in line with or above national averages, while their progress is typically in line with national averages. However, in subjects not tested nationally, pupils learn and achieve less well where staff do not give pupils sufficient opportunities to explore the material thoroughly. In these areas of the curriculum, pupils either forget important knowledge or do not have in-depth understanding.

Disadvantaged pupils and those with special educational needs and/or disabilities typically achieve at least as well as their peers.

Attendance and behaviour

Expected standard 

Leaders have successfully promoted the importance of school attendance. Furthermore, because pupils enjoy school and value learning, they attend regularly. Leaders routinely check attendance records and act swiftly when concerns arise. In partnership with families, leaders provide effective support for pupils who struggle to maintain regular attendance. These pupils overcome the challenges they face and attend school regularly.

Leaders have established a positive environment in which pupils can learn. Pupils understand and follow the clear routines the school has in place. Pupils also share leaders' high expectations of what pupils can learn and achieve. They take learning seriously and typically work with determination. In lessons, pupils typically work undistracted. They support each other well and celebrate the success of their peers.

During social times, pupils enjoy each other's company. They get on well with each other. On the rare occasions of antisocial behaviour or bullying, staff consistently follow the school's behaviour policy and restore the school's values.

When pupils find managing their behaviour difficult, staff provide effective support. They help these pupils understand how to regulate their emotions and behaviour. As a result, these pupils improve their behaviour and make positive contributions to lessons and socialise positively. Suspensions and exclusions are very rare.

Curriculum and teaching

Expected standard 

Leaders have a generally accurate understanding of the quality of the curriculum and teaching. When they note areas that need improving, leaders usually ensure that necessary

changes are made. As a result, the curriculum is generally well planned and taught. However, leaders' approach to evaluating the curriculum occasionally misses aspects of the provision that are not working as well as they could. This includes aspects of the sixth-form curriculum. For example, until recently, leaders had not recognised that a few areas of the curriculum have not been taught as thoroughly as leaders intend. In these areas, teachers do not enable pupils to explore well enough what they are studying.

Leaders ensure that pupils learn the important knowledge they need to speak, read, write and use mathematics effectively. Staff provide effective support for pupils who find reading difficult. However, staff do not support pupils with underdeveloped handwriting as well as they could.

Teachers generally teach the curriculum well. They typically choose activities and resources that meet pupils' needs. Leaders' training is improving the way staff support pupils with special educational needs and/or disabilities. Staff typically follow leaders' guidance about how best to support these pupils. When necessary, staff typically adapt learning activities so that these pupils can overcome barriers and learn what they should.

Inclusion

Expected standard 

Leaders build effective partnerships with parents and carers to build a well-rounded understanding of pupils' needs when they join the school. Leaders swiftly identify the needs of pupils with special educational needs and/or disabilities (SEND), including students in the sixth form. Leaders have high expectations of all pupils.

Leaders provide staff with the guidance and training they need to support pupils. Teachers are developing their expertise in adapting learning activities to meet the needs of pupils with SEND. Pupils typically receive useful support and learn the curriculum well. Owing to leaders' effective training, staff are particularly skilled in supporting autistic pupils. Leaders also equip pupils to understand and articulate their needs. They play an important part in reviewing what works and any alterations needed to the support the school provides.

Leaders use additional funds effectively to support disadvantaged pupils. Disadvantaged pupils' achievement in national tests is typically in line with national averages. These pupils also benefit from the full enrichment and extra-curricular provision at the school.

Leaders have effective measures in place to support children in care. They work well with external agencies to ensure these pupils get the help they need to do well in school.

Leadership and governance

Expected standard 

Leaders and staff have realised trustees' vision for the school. They have created a positive learning environment focused on achieving high-quality qualifications. They have also successfully supported pupils and students in the sixth form to reach ambitious career goals.

Leaders' evaluations of the quality of the school usually spot when less effective practices have a negative impact on pupils' performance in national tests. This is because leaders' checks largely rely on examination and test results. As a result, leaders and trustees occasionally miss when areas of the school do not work as well as they could. That said,

when trustees are clear about areas needing improvement, they hold leaders to account. They also ensure that leaders make the expected improvements. Similarly, trustees ensure that leaders and staff are focused on pupils' best interests.

Leaders recently revised the arrangements for staff training. The new approach provides staff with even greater opportunities to share effective teaching practices with colleagues across the school. Using the expertise of national agencies, staff work collaboratively to develop their teaching even further. Staff speak enthusiastically about the training they receive. They also appreciate the way leaders support staff to maintain reasonable workloads. As a result, staff morale is high.

Parents are highly positive about the work of the school. They value the way staff care for pupils and provide for their needs. Parents also appreciate the high expectations staff have of what pupils can learn and achieve.

Personal development and wellbeing

Expected standard 

Pupils highly value the pastoral support at the school. Leaders and staff are sensitive to pupils' social and emotional needs. Pupils feel confident that when faced with challenging situations in their lives, staff are willing and able to help.

Leaders have introduced school-wide staff training to ensure that staff teach personal, social, health and economic (PSHE) education in line with leaders' expectations. Teachers typically teach PSHE with rigour. As a result, pupils generally understand the key areas of study. For example, pupils know the importance of the fundamental British values. They value others' beliefs and lifestyles. They also generally understand how decisions are made in a democracy. However, leaders do not ensure that pupils, including students in the sixth form, have sufficient opportunities to reflect on the spiritual side of life. This includes giving pupils and students in the sixth form opportunities to reflect on how specific religious beliefs influence how people view the world and live their lives.

Pupils know how to stay safe and maintain healthy lifestyles. They know the features of positive relationships and what to do when relationships become difficult. Pupils also are well prepared to make healthy choices about physical intimacy. Pupils understand the risks they face at school, home, in the community and when online. They also know what to do when concerns arise.

The school has an effective careers programme. Staff teach pupils about the many career opportunities they can pursue at the end of Years 11 and 13. Leaders support pupils, including disadvantaged pupils, to have high career ambitions. Pupils are well equipped to make informed decisions about their next steps in education, employment or training. Staff prepare pupils and students in the sixth form well for application processes. This helps pupils transition to impressive next steps, including the most prestigious universities.

Post 16 provision

Expected standard 

For the most part, leaders have ensured that the curriculum in the sixth form is generally well designed. Leaders' curriculum plans are well organised so that students learn in logical steps. This helps them build their knowledge over time. Leaders also ensure that students

have a generally broad study programme and enrichment alongside their chosen subjects. These wider areas of study help students learn about the world and life as an adult in modern society. However, opportunities for students to study religious education are not fully developed. This impacts on the depth of students' understanding and awareness of the beliefs and values of different religions.

Teachers typically teach the curriculum well. They check what students know and can do and provide effective support when they misunderstand or forget something. As a result, students successfully learn the curriculum and typically achieve results in national tests in line with national averages. To ensure the quality of teaching remains effective, leaders routinely evaluate the quality of teaching and learning. When something is not working as well as it should, leaders make necessary improvements. However, leaders' checks occasionally do not notice less effective practices as swiftly as they could to make improvements before learning is affected.

Leaders and staff understand and cater for the needs of disadvantaged students and those with special educational needs and/or disabilities. These students are well supported to reach the highest levels of success.

What it's like to be a pupil at this school

Pupils value the positive ethos at the school. On arrival, pupils greet each other and staff warmly. As they go through the school day, they are routinely polite and caring towards others. Older pupils look out for younger pupils. Pupils appreciate the positive relationships they build with their peers and staff. When relationships become strained, pupils are equipped to find their own solutions. Bullying is very rare. When it happens, staff respond swiftly and effectively so that it stops and does not recur. As a result, pupils feel safe.

Pupils enjoy learning and generally work hard. They know that learning is important so they attend regularly. In lessons, they are typically focused and show determination when facing tricky tasks. Because lessons are generally taught well, pupils learn well and achieve leaders' high expectations, including in national tests. Pupils in Year 11, and students in the sixth form, leave the school with the qualifications they need to reach their ambitious next steps in employment, education or training. Disadvantaged pupils and those with special educational needs and/or disabilities typically receive effective support. Overall, these pupils learn and achieve as well as their peers. However, pupils are less secure in their understanding in a few areas of the curriculum that are less well developed.

Many pupils value and benefit from the school's enrichment provision. For example, some pupils reach very high levels of competitive sport, including competing at regional and national competitions. A large proportion of pupils also take part in a national award scheme supporting pupils' development of resilience, confidence and life skills. Pupils willingly take up the many positions of responsibility at the school and make positive contributions to the school community.

Next steps

- Leaders should ensure that all areas of the curriculum are planned and delivered effectively so that pupils can explore and progress well across all areas of the curriculum, including religious education.
 - Leaders should improve the way staff identify and support pupils who need to improve their handwriting.
 - Leaders should ensure that their evaluations of educational provision are informed by checks of the impact of the curriculum and teaching on pupils' learning and achievement.
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About this inspection

This school is part of Queen Elizabeth's Grammar, Alford - A Selective Academy Limited, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Glen Thompson, and overseen by a board of trustees, chaired by Michael Woodroffe.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the chair of the trust, trustees, the headteacher, members of senior leadership team, subject leaders, pastoral leaders, teachers, support staff and pupils during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school is a selective school. This means that pupils must sit entrance examinations in order to be considered for a place at the school.

There have been no relevant changes since the previous inspection.

Glen Thompson: Headteacher

Lead inspector:

Al Mistrano, His Majesty's Inspector

Team inspectors:

Ellenor Bighton, Ofsted Inspector

John Harrison, Ofsted Inspector

Matthew Van Lier, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 May 2026

School and pupil context

Total pupils

533

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

628

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

13.99%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

0.75%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

4.13%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	72.2%	45.4%	Above
2023/24 (final)	76.3%	45.9%	Above
2022/23 (final)	67.9%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	60.5	46.1	Above
2023/24 (final)	59.1	45.9	Above
2022/23 (final)	60.2	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.28	-0.03	Above
2022/23 (final)	0.36	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	58.3%	25.8%	Above
2023/24 (final)	65.0%	25.8%	Above
2022/23 (final)	81.8%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	62.0	34.9	Above
2023/24 (final)	53.6	34.6	Above
2022/23 (final)	60.9	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.09	-0.57	Above
2022/23 (final)	0.59	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	58.3%	53.1%	5.2 pp
2023/24 (final)	65.0%	53.1%	11.9 pp
2022/23 (final)	81.8%	52.4%	29.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	62.0	50.4	11.6
2023/24 (final)	53.6	50.0	3.6
2022/23 (final)	60.9	50.3	10.6

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.09	0.16	-0.08
2022/23 (final)	0.59	0.17	0.43

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	94%	92%	Average
2022 leavers (revised)	99%	93%	Above
2021 leavers (revised)	94%	94%	Not available

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	35.91	35.00	Close to average
2023/24 (final)	36.67	34.38	Close to average
2022/23 (final)	36.04	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.1	0.0	Close to average
2023/24 (revised)	0.2	0.0	Above

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.2%	8.4%	Below
2023/24 (3 term)	7.2%	8.9%	Below
2022/23 (3 term)	6.1%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	14.6%	23.4%	Below
2023/24 (3 term)	20.4%	25.6%	Below
2022/23 (3 term)	16.0%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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