

## School inspection report

College: 17 October 2023 to 19 October 2023

Registered early years setting: 14 November 2023 to 15  
November 2023

### **Queen Ethelburga's College**

Queen Ethelburga's Collegiate  
Thorpe Underwood Estate  
Ouseburn  
York  
North Yorkshire  
YO26 9SS

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

## Contents

Summary of inspection findings .....	3
The extent to which the school meets the Standards .....	4
Recommended next steps .....	4
Section 1: Leadership and management, and governance .....	5
Section 2: Quality of education, training and recreation .....	7
Section 3: Pupils’ physical and mental health and emotional wellbeing .....	9
Section 4: Pupils’ social and economic education and contribution to society.....	11
Safeguarding.....	12
The quality of the early years foundation stage in the registered early years provision .....	13
Overall effectiveness: the quality and standards of the early years provision.....	13
School details .....	17
Information about the school .....	18
Inspection details .....	19

## Summary of inspection findings

1. Leaders and directors ensure that the college provides a broad and varied education which meets the needs of pupils. The wellbeing of pupils has a high priority. The collegiate directors maintain an effective oversight and provide challenge to the leaders, ensuring that the school meets all of the Standards. Pupils achieve well in both their academic studies and extra-curricular activities.
2. The leadership teams of the three sections of the school work effectively together. Together with the collegiate board, they share a clear vision of how they intend the school to develop and improve, which is supported by a detailed planning process. Their work is informed by self-evaluation, review and ongoing quality-assurance procedures.
3. Pupils develop secure knowledge, skills and understanding across a wide range of subjects. Examination and assessment results show that pupils make good progress in relation to their starting points. Pupils who have special educational needs and/or disabilities (SEND) make good progress because their needs are identified and met. Those pupils who have English as an additional language (EAL) receive specialist help to improve their English, which enable them to develop their understanding of the topics and improve their communication skills. Pupils have positive attitudes to learning.
4. Leaders have implemented a personal development programme, which promotes a healthy lifestyle and develops pupils' self-awareness and social skills. Pupils, including boarders, are provided with a wide range of activities which develop their skills and support their physical and emotional wellbeing. Overseas pupils enjoy sharing their culture with their peers, contributing to the community feel of the school. Pupils are generally well behaved, tolerant and caring.
5. School leaders have established within the personal education curriculum a programme which delivers an understanding of the concepts of equality, diversity and equal opportunity. As yet, not all pupils have a full and consistent understanding of the components of this programme, which leaders are currently seeking to address further.
6. Leaders have created effective pastoral systems to ensure pupils' wellbeing. Staff are well trained, know their pupils and meet their welfare needs effectively. The school site and accommodation are secure and well maintained, including the boarding accommodation.
7. Pupils readily contribute to the life of the school and wider society. They are keen to apply for positions of responsibility in the school. Older pupils often take the initiative and volunteer to mentor and support other pupils, or those new to the school. Many pupils are involved in fundraising and projects for external organisations and charities.
8. Pupils are well prepared for the transition points within the school, and older pupils are well informed about careers and future education options.
9. Effective safeguarding arrangements are in place. Staff are appropriately trained, and concerns are reported promptly. The designated senior leaders (DSLs) have developed secure links with local safeguarding agencies. Pupils feel safe and will readily approach staff with any concerns and worries.

### **The extent to which the school meets the Standards:**

- Standards relating to leadership and management, and governance are met
- Standards relating to the quality of education, training and recreation are met
- Standards relating to pupils' physical and mental health and emotional wellbeing are met
- Standards relating to pupils' social and economic education and contribution to society are met
- Standards relating to safeguarding are met

### **Recommended next steps**

Leaders should ensure:

- Leaders should continue to develop the personal education programme to ensure that all pupils have a full and consistent understanding of the concepts of equality, diversity and inclusion.

## Section 1: Leadership and management, and governance

10. The school has a well-developed leadership structure, which provides effective oversight of all sections of the school, enabling pupils to make good progress. Leaders understand and respond to the needs of pupils, bringing suitable skills and knowledge to their role. Secure pastoral support processes promote pupils' safety and wellbeing.
11. Leaders evaluate their provision with care, create strategies and deliver changes which support the welfare of pupils and promote good academic progress. To inform their actions, leaders gather the views of pupils, including through the school councils. Pupils feel that their opinions matter, and that leaders are alert to their welfare needs, which promotes their self-esteem. Leaders recognise the importance of pupils' physical and mental health and provide for their needs, including through the social, recreational and sporting opportunities made available to the pupils.
12. The collegiate directors provide well-informed oversight and challenge. There is a comprehensive system of quality-assurance and compliance audits, which provides leaders with clear direction on meeting the required Standards. Directors monitor academic outcomes with care and ensure that strategies are in place to address any areas for development, and that the outcomes of these are monitored.
13. Leaders in the early years setting ensure that children benefit from a well-planned curriculum and effective support from staff. A varied range of activities is well matched to children's interests and needs, which encourages them to develop a positive attitude to their learning. The leaders of boarding provide a safe and supportive environment, which promotes the wellbeing of the boarders. Leaders ensure that house staff are knowledgeable and well trained for their role. They have established links with external agencies, including the local authority and external professional agencies to ensure that pupils can access support and advice when required.
14. Parents receive extensive information, including detailed feedback on their children's academic progress. Tutors receive regular academic feedback on their tutees throughout the year, which enables them to provide informed support for individual pupils and also respond to any enquiries from parents.
15. Leaders have a secure overview of potential hazards, which supports the effective management of risk. Suitable procedures to assess and mitigate risks in areas such as health and safety, safeguarding and educational visits are in place, and understood and followed by staff. There is an extensive range of risk audits which are scrutinised by senior leaders and by the collegiate board, through directors with specific monitoring responsibilities and training.
16. There is a suitable complaints procedure which is implemented effectively. Any complaints are initially dealt with by individual heads of school and are then centrally logged. Other leaders and collegiate board members have an overview and implement any changes required as a result of learnings from complaints. Leaders manage complaints appropriately and in a timely fashion.

17. The school complies with the relevant requirements of the Equality Act. An accessibility plan highlights where adjustments are made to support pupils, who may be experiencing difficulty.

### **The extent to which the school meets Standards relating to leadership and management, and governance**

All the relevant standards are met.

## Section 2: Quality of education, training and recreation

18. Pupils of all ages experience a broad and varied educational programme which meets their needs. Leaders' effective leadership of teaching and learning across the school focuses on ensuring that pupils learn and make good progress.
19. In the early years, leaders have developed an engaging programme of activities which enhance children's language and communication skills. Children in the setting make good progress across all areas of learning and almost all achieve the early learning goals. Children enhance their thinking and problem-solving skills including through play-based activities. Typically, supportive interactions with teachers support the children to become increasingly confident in using a wide range of vocabulary.
20. Pupils of all abilities make good progress across their areas of learning. Leaders organise regular assessments, and this data provides a baseline against which leaders monitor pupils' progress against predicted levels of attainment. Most pupils exceed the expectations of their starting points. Those who have special educational needs and/or disabilities (SEND) also make good progress because their needs are identified and they are provided with effective individual support. Those pupils who have English as an additional language (EAL) receive specialist help to improve their English. As a result, they often make rapid progress and achieve a fluency in English which allows them to access the wider curriculum.
21. Teachers have secure subject knowledge and know how to convey it so that pupils are encouraged to learn. As a result, pupils of all ages readily engage in their lessons and make progress well. Teachers draw on a range of well-planned resources. Teaching strategies and planning are typically based upon pupils' interests and needs and pupils respond by engaging in the activities with enthusiasm.
22. Leaders are alert to ways in which both the curriculum and teaching can be improved. For example, the school day has been restructured to give additional teaching time to pupils on GCSE and A-level courses. This has enabled pupils to acquire a deeper knowledge and understanding of some topics and has improved their progress.
23. Results at GCSE and A level show that pupils make good progress overall, particularly in mathematics and modern foreign languages. Pupils of all ages demonstrate effective communication skills due to a well-planned curriculum, which provides opportunities to practise these skills in a range of contexts. Pupils' communication skills are further developed in activities such as debating and drama.
24. In Chapter House, pupils lay down secure foundations for their later learning, and make good progress, particularly in numeracy and literacy. In King's Magna, leaders provide additional curricular opportunities, including modern foreign languages such as Mandarin. As a result, pupils' linguistic skills increase. They continue to make good progress and are prepared well for their transition to the senior school.
25. Pupils develop a broad range of knowledge and skills through an extensive co-curricular programme. Diverse activities, including sports, dance, drama and enterprise clubs, cater for a wide range of

interests. In addition, pupils across the year groups take part in trips which complement their learning. There is a high level of pupil participation in team sports, and pupils achieve both regional and national success in individual and team sports.

26. Systems for tracking and monitoring pupils' progress are comprehensive and robust. Pupils feel that the systems enable them to understand what they need to do in order to make progress. Pupils' progress across all sections of the school is aided by a well-structured and consistently applied marking policy in which pupils are given progress points and required to respond to teachers' marking.

### **The extent to which the school meets Standards relating to the quality of education, training and recreation**

All the relevant standards are met.



## Section 3: Pupils' physical and mental health and emotional wellbeing

27. School leaders recognise the importance of pupils' mental health and wellbeing. They have addressed a recommendation of the previous inspection by improving the sharing of information between the boarding and academic staff so that the needs of pupils are better understood. Pupils feel their needs are known and they are well supported. Leaders have also created new roles, such as a mental health lead, to enhance pastoral care provision. The collegiate board monitor this aspect of provision effectively.
28. Pupils are able to develop and maintain their physical fitness through curricular sport and physical education, as well as through the wide range of activities available. Leaders encourage high levels of participation. These activities also provide pupils with a positive sense of achievement, which supports their mental health and wellbeing. Leaders recognise the importance of providing opportunities for pupils' spiritual growth and promote these alongside physical and mental health through the school's 'Thrive' programme and in focused assemblies and spiritual awareness themed weeks.
29. An age-appropriate personal development programme covers all age groups and incorporates the requirements of the relationships and sex education (RSE) programme. In drawing up the RSE programme, leaders consulted parents and provide extensive training to enable staff to teach the programme effectively. Schemes of work across all subjects are monitored against the personal development programme to ensure that any relevant links are highlighted in a balanced way. Pupils understand the concepts around consent and recognise the characteristics of a healthy relationship.
30. Leaders foster positive relationships between pupils and staff and amongst pupils, characterised by mutual respect. Pupils feel they are part of a community. This particularly applies to boarders, who recognise that learning to live with others benefits their personal development.
31. Staff meet boarders' health and welfare needs effectively. The programme of activities and outings for boarders encourages a sense of community and collaboration. These include visits to nearby historic cities. There is a suitable programme of induction for new boarders. Boarding accommodation is comfortable, welcoming and well maintained. Staff seek boarders' views through regular meetings.
32. In the early years, positive and supportive relationships enable children to learn how to understand their feelings and respect those of their peers. Staff model behavioural expectations, and children apply these to their own actions. Leaders encourage children to lead healthy and active lives, including by developing physical fitness and personal hygiene routines. A well-planned programme promotes children's personal and emotional wellbeing, alongside an appropriately challenging physical activity. There is vigilant supervision in place, which includes in the outdoor learning areas.
33. Pupils attend the health centre if they have minor injuries or illness. Suitable arrangements are in place for first-aid provision for sports activities and when pupils are away from school on trips. Other medical needs, should they arise, are promptly and appropriately managed.

34. Leaders have an effective approach to managing behaviour, through a policy which is fairly and consistently implemented. Pupils generally behave well. If bullying occurs, pupils can report their concerns and any issues are dealt with appropriately by the pastoral team.
35. Supervision is effective both on site and during trips and outings. Admission and attendance registers are appropriately maintained as required. Staff follow up any absences promptly.
36. The arrangements to ensure the health and safety of pupils have a high priority. A team, which includes leaders from all sections of the school, meets frequently. It carries out detailed reviews of any incidents and ensures regular training for staff. This work is overseen by collegiate board members, who commission extensive audits. The arrangements for fire safety are also effective. There are suitable evacuation procedures and regular fire drills.

### **The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing**

All the relevant standards are met.

## Section 4: Pupils' social and economic education and contribution to society

37. Leaders ensure that pupils develop suitable social skills and are well prepared for their future lives. Pupils receive effective guidance to support the decisions they make about their next stage of education or career. This includes helping pupils to make appropriate subject choices at GCSE and A level, support in the preparation of university applications and extensive, wide ranging and tailored careers guidance, supplemented by visiting alumni and guest speakers.
38. Leaders promote pupils' understanding of democratic processes, a respect for others' viewpoints and an understanding of public institutions and the rule of law through participation in assemblies, debating and talks from visiting speakers which highlight the importance of supporting democratic choice. They are generally well prepared for life in Britain and their own societies.
39. Pupils generally demonstrate a respectful and thoughtful understanding of other cultures and faiths. They interact with each other in a positive way and enjoy finding out about the different backgrounds of the many nationalities represented in their community. Pupils understand from an early age that living in a democracy means accepting that others may think differently to them, and the importance of tolerance and understanding.
40. Some pupils who join the senior school do so without having a full and balanced understanding of the concepts of equality, diversity and equal opportunity. Senior leaders are aware of this and monitor the personal education curriculum in order to address this issue.
41. Leaders ensure pupils have skills which they will need in their lives beyond the school. Pupils learn about the value of money, and how to manage their personal finances. Older pupils are involved in 'Project life', which focuses upon skills required for independent living and life at university.
42. Pupils across the school community contribute positively to the lives of others, both in school and more widely, including projects in the local community and wider society. Pupils engage readily with social activities and charity work, such as beach cleaning and other projects organised by the school's charity committee, some of which are undertaken jointly with local schools. Senior school pupils volunteer at a local care home and hospital, and all age groups donate to a food bank in York.

### The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

All the relevant standards are met.

## Safeguarding

43. Leaders ensure there are secure processes in place to safeguard pupils. Collegiate board members, including the board member with safeguarding responsibility, are pro-active in the monitoring, support and challenge they provide. This oversight supports senior leaders in ensuring that the school consistently meets the regulatory requirements.
44. Where safeguarding concerns are raised, leaders liaise promptly and appropriately with external agencies, including the local authority, social services and the police as required. Detailed reviews of safeguarding incidents take place and appropriate actions are taken where required.
45. Senior leaders ensure that there is efficient, comprehensive and detailed logging of all safeguarding concerns, including potential child-on-child abuse and low-level concerns. There is detailed tracking of trends and patterns.
46. Staff, at all levels, are well trained and regularly briefed on safeguarding matters. Those with designated safeguarding lead responsibilities receive appropriate higher-level training. Staff are knowledgeable in child protection procedures, including those for online safety and the risks posed by radicalisation and extremism. There are appropriate arrangements for filtering and monitoring.
47. Senior managers are trained in safer recruitment procedures, and appropriate recruitment checks are completed for staff, volunteers and governors. A suitable central record of appointments is accurately maintained. Boarding staff operate effective safeguarding practices in line with wider school procedures and carry out the required checks on adults and guardians with access to pupils.

### The extent to which the school meets Standards relating to safeguarding

All the relevant standards are met.

## The quality of the early years foundation stage in the registered early years provision

### Overall effectiveness: the quality and standards of the early years provision

48. The overall effectiveness of the early years provision is outstanding.
49. The early years curriculum is carefully planned and implemented effectively by leaders and practitioners who know the children well. Educational programmes meet the individual needs of each child and build on previous learning. The curriculum is monitored and evaluated regularly by leaders to check that it continues to meet children’s evolving learning needs.
50. Children receive effective care, promoting their safety and happiness. Children, including those who have additional needs, receive high levels of support and appropriate challenge. Regular input from other professionals who work with parents and practitioners helps to meet the needs of children who require additional support.
51. Children progress well in their learning and development relative to their starting points. They develop their knowledge and skills in a supportive learning environment. Children are well prepared for the next stage of their education.
52. Children display high levels of personal and emotional security, consistently demonstrating that they feel happy and safe. Relationships formed between the children and key persons are positive. Children adapt quickly when they arrive at the start of each day, or when a visitor arrives, demonstrating how secure they feel in the setting.
53. Requirements for children’s safeguarding and welfare are met, and monitored regularly by leaders and managers who are highly committed to ensuring the safety of each child. Practitioners understand how to safeguard children, who feel secure and are well cared for.

### Quality of education

54. The quality of education is outstanding.
55. Practitioners work effectively together, and the educational programmes cover the required areas. Planned activities are based on the practitioners’ thorough understanding of each child’s level of development, gained through observations as well as shared information from parents. This detailed knowledge ensures that children are supported and challenged appropriately. Leaders monitor the curriculum rigorously, so they are confident that their planned learning intentions and each child’s needs are met.
56. Practitioners ensure that the content and progression of the curriculum are planned to take into account each child’s interests, as well as providing extensive opportunities for them to develop new interests, knowledge and skills. Time is spent with each child to understand what they know and can do, taking every opportunity to extend their learning. The curriculum is implemented in a way that encourages children to develop a keen desire to learn.

57. Staff provide challenging experiences and engaging environments which provide each child with high-quality learning opportunities and which allow them to build securely on previous knowledge. Practitioners prepare each child for the next stage in their learning and for future success.

### **Behaviour and attitudes**

58. Behaviour and attitudes are outstanding.

59. Children are enthusiastic about their learning environment. They have extensive time to play and explore their ideas, increasing their confidence as learners. Children develop a love of books and develop their language skills as they share stories together. The youngest children enjoy turning pages, pointing to the pictures and finding their favourite animal. They willingly have a go at saying simple words when they see pictures they recognise. Older children join in with familiar songs, showing their understanding and knowledge of the words and the actions. This support and encouragement provided by practitioners enable the children to grow in confidence.

60. Children are fully engaged and concentrate extremely well for extended periods of time. They are active learners who have a strong desire to take part and find out more and show great enthusiasm. During a movement lesson, older children enjoyed pretending to be different creatures as they crawled like a cat or squeaked like a mouse. All developed their physical skills whilst doing 'big walking' and stretching their arms. The youngest children are highly motivated. For example, they demonstrate success when building bricks by clapping their hands spontaneously or smiling broadly when they manage to retrieve a ball from the ball-pit.

61. Children use their imagination to develop their own ideas. Older children can distinguish between shapes and choose the ones they want to use when making a medal. In the outdoor environment, they experiment by pouring water down a slope. Children investigate the different colours of leaves and use their imagination to make 'autumn soup'.

62. Practitioners and parents understand the importance of routines and the need for prompt arrival at kindergarten. There is a strong partnership between parents, practitioners and children, which encourages good habits for future learning and attendance. Children enjoy coming to kindergarten to play and learn with their friends.

### **Personal development**

63. The personal development of children is outstanding.

64. Childrens' individual needs are well known by practitioners who ensure children receive effective support and enable them to develop well emotionally. The high-quality curriculum and care practices enable children to build positive relationships and manage their own feelings with confidence within a calm and productive environment. Children happily engage with visitors, offering to swap items with them using non-verbal communication or by sharing a toy. This reflects a strong sense of security.

65. Practitioners provide varied opportunities for children to develop greater independence. During lunchtimes, for example, children pass their plates when they have finished, endeavour to use cutlery by themselves, and put their own flannels into the basket. They are encouraged to make their own choices, both indoors and outdoors, thus building confidence. This includes the use of sign language which enables some children to communicate more independently.

66. Practitioners provide effective support and challenge for the children. Children are encouraged to dress themselves and to put on their own hats when going outside. Practitioners praise them as they attempt this challenge. Children learn to take controlled risks when using wheeled toys outside, or inside when they are encouraged to climb steps without support. These challenges foster children's self-esteem and promote their physical development.
67. Well-established routines provide familiarity and security for children, who develop strong attachments with their key person. Mealtimes, sleep times and home times are well known by children, who pick up cues from practitioners, enabling them to recognise such routines.
68. Allergy needs and food preferences are well known and catered for. Information about children with specific food requirements is shared between all practitioners, ensuring children can enjoy nutritious meals together. Children are physically active learners who have ready access to outdoor play areas, including a woodland area.
69. The setting consistently meets the EYFS statutory requirements for safeguarding and welfare. Leaders provide continuous training accessed by all practitioners, ensuring they are fully up to date with current requirements, such as those for safeguarding and paediatric first aid. Practitioners understand the relevant policies and procedures and are kept up to date with changes.
70. Children gain a suitable understanding of risk. They recognise the need to be careful to wash their hands before and after eating. Hygiene practices are implemented with care. Older children manage their personal needs with greater independence.
71. Children learn important values including how to share and say 'please' and 'thank you'. They are respectful of each other within their caring kindergarten family. These positive attitudes are modelled by practitioners and prepare the children well for life in modern Britain. Children learn about special days such as Remembrance Day and celebrate the festivals of different cultures, for example Diwali.

## Leadership and management

72. Leadership and management are outstanding.
73. Policies, practice and values are shared and understood by leaders and managers, who have an ambitious vision for future development. Leaders are committed to providing high-quality education and care opportunities which contribute to children becoming happy and positive learners.
74. The aspects of the development plan relevant for the kindergarten are known by practitioners. There is now an ongoing focus to provide natural resources in the indoor environment.
75. Professional development of staff is effectively linked to planned improvements in children's learning and has a positive impact on their outcomes. For example, after attending a training course about developing singing, there has been a notable improvement in the number of children choosing to sing, including when children use the new 'singing basket' to choose objects that represent a particular song.

76. Regular and effective supervision meetings ensure staff are supported in their roles. Practitioners appreciate these opportunities for discussion and the support they receive. New staff follow a thorough induction procedure so that they are fully aware of key policies and procedures. Leaders work closely with practitioners to ensure that each child, including those with particular needs, is appropriately supported and receives high-quality care and education. Staff liaise well with visiting professionals, including a speech and language teacher who works closely with parents and practitioners to support children's development.
77. The well-developed relationships between leaders, children and their parents contribute to children receiving a high level of care and education. Effective links with the local community are built as visitors such as doctors and dentists visit the kindergarten to talk about the importance of their work. Children take part in charitable events, developing their sense of care for those in need in the community.
78. The collegiate board recognise the importance of their responsibility for the provision for children under three years of age. They visit the setting and meet with leaders to further understand their needs and exercise responsibility for its oversight. Leaders fulfil their statutory duties with care, for example, under the Equality Act 2010 where they provide well-planned support for individual needs. Staff are trained in the Prevent strategy and safeguarding, and safer recruitment checks are undertaken on adults who have access to children.

### **Safeguarding**

79. Safeguarding is effective.
80. Safeguarding has a high priority in this setting, ensuring children are kept safe. Leaders, managers and practitioners have undertaken appropriate training, they know the policies and are caring and vigilant. Suitable checks are made on adults who have access to children, and these are carefully recorded. Leaders and the board of directors regularly review their safeguarding practice.

### **The extent to which the school meets the requirements of the early years foundation stage**

The school's registered provision for childcare meets the requirements of the Childcare Act 2006



## School details

<b>School</b>	Queen Ethelburga's College
<b>Department for Education number</b>	815/6014
<b>Registered early years</b>	EY285382
<b>Address</b>	Thorpe Underwood Estate Ouseburn York North Yorkshire YO26 9SS
<b>Website</b>	<a href="https://www.qe.org/">https://www.qe.org/</a>
<b>Proprietorial Body</b>	The Collegiate Formation Ltd
<b>Chair of Collegiate Board</b>	Mrs Amy Martin
<b>Principal</b>	Mr Daniel Machin
<b>Age range</b>	0 to 18
<b>Number of pupils</b>	866
<b>Number of boarding pupils</b>	537
<b>Number of children in the early years registered setting</b>	57
<b>Date of previous inspection</b>	19 to 21 February 2019

## Information about the school

81. Queen Ethelburga's College is an independent day and boarding co-educational school. Queen Ethelburga's School is located in Harrogate. It moved to its current site of Thorpe Underwood Estate near York in 1991 under new ownership, taking the name of Queen Ethelburga's College.
82. Queen Ethelburga's College comprises three sections: Chapter House, which caters for children in the early years and Years 1 to 5; King's Magna, for pupils in Years 6 to 9; and the College, for pupils in Years 10 to 13.
83. The sister school to the college is The Faculty of Queen Ethelburga's, a separately registered school for pupils from Years 10 to 13, with its own leadership team and headteacher. Both schools are based on the same campus and share accommodation and facilities. The schools are collectively known as Queen Ethelburga's Collegiate. The directors of the Collegiate, known as the Collegiate Board, are responsible for the governance of both schools, formulating strategic direction and ensuring accountability.
84. Boarders are accommodated from the age of eight in 12 boarding houses, eight of which house senior pupils.
85. Since the previous inspection in February 2019, a new principal was appointed in 2021 and the school has undertaken internal and external refurbishment of academic, boarding, wellbeing, catering and sports facilities.
86. The registered early years component of this inspection included children from three months to three years old, including the kindergarten, and was inspected separately.
87. Just under half of the pupils are from overseas, representing 43 different nationalities. The school has identified 55 pupils as having special educational needs and/or disabilities. No pupil in the school has an education, health and care (EHC) plan.
88. English is an additional language (EAL) for 368 pupils.
89. The school sees its mission as enabling pupils to aspire to the Hill Standard: 'To be the best that I can with the gifts that I have.' Its ethos is to ensure a supportive and mutually respectful environment, encouraging diversity, pro-activity and innovation, whilst empowering all members of 'Team QE' to thrive. Its aims are to build the skills for lifelong learning and future success and to foster a spirit of adventure and discovery; seeking to promote happiness, positive health and community safety, and to encourage respect, equity, integrity and collective responsibility.

## Inspection details

**Inspection dates** 17 to 19 October 2023 and 14 to 15 November 2023

90. A team of nine inspectors visited the school for two and a half days in October.

91. An inspector for early years visited the registered early years setting for two days in November.

92. Inspection activities included:

- observations of lessons and extra-curricular activities
- joint activities with staff, including learning walks
- discussions with pupils
- scrutiny of pupils' work in collaboration with pupils and staff
- meetings with members of staff, school leaders and boarding house staff and
- a meeting with members of the Collegiate Board
- tours of the school site, including the boarding accommodation.

93. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

### **How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

#### **Independent Schools Inspectorate**

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit [isi.net](http://isi.net)