



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION

FOR SCHOOLS WITH RESIDENTIAL PROVISION

QUEEN ETHELBURGA'S COLLEGE

FEBRUARY 2017



School's details

College	Queen Ethelburga's College			
DfE Number	815/6014			
EYFS Number	EY285382			
Address	Thorpe Underwood Hall Thorpe Underwood Estate Ouseburn York North Yorkshire YO26 9SS			
Telephone number	01423 333300			
Email address	info@qe.org			
Principal	Mr Steven Jandrell			
Chair of Directors	Miss Amy Martin			
Age range	0 to 19			
Number of pupils on roll	978			
	Boys	508	Girls	470
	Day pupils	276	Boarders	702
	EYFS	55	Juniors	190
	Seniors	460	Sixth Form	273
Pupils' ability	Nationally standardised test data provided by the school indicate that the ability of the pupils in the junior school is average. The ability profile of pupils in the senior school and sixth form is above average.			
Pupils' needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 51. No pupils have a statement of special educational needs or an education, health and care (EHC) plan. 412 pupils have English as an additional language (EAL), 132 of whom receive help with learning English.			
History of the school	Queen Ethelburga's College was formed in 1991, taking over an existing school in Harrogate and moving to its present site. The Faculty of Queen Ethelburga's was founded alongside the College in			

	2006 and together they constitute Queen Ethelburga's Collegiate.
Ownership and governing structure	The Collegiate Formation Ltd. is the proprietorial company responsible for the governance of the College, with a local board of directors, referred to collectively as the Collegiate Board.
School structure	The College educates pupils from age 0 to 19, in several sections: the Kindergarten (ages 0 to 3) Chapter House Preparatory School (Nursery to Year 5), King's Magna middle school (Years 6 to 9) and Queen Ethelburga's College (Years 10 to 13).
Other useful information	<p>The school offers boarding options for UK and overseas pupils, with special liaison officers for Russian and Chinese pupils.</p> <p>The control of the school was transferred in 2016 to a new board of six directors.</p>
Inspection dates	08 to 09 February 2017

PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (‘boarding NMS’). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any unmet standards and any qualitative concerns identified at their previous inspection.

This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1

Quality of education provided

In the junior school, the school measures attainment using national curriculum tests. In the years 2012 to 2015, the results were above the national average for maintained schools.

At GCSE in the years 2012 to 2015, performance has been well above the national average for maintained schools.

In the sixth form, A-level results in the years 2012 to 2015 have been well above the national average for sixth-formers in maintained schools.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.

PART 3

Welfare, health and safety of pupils

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.

The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 [and 20] are met.

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.

The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.

PART 5

Premises of and accommodation at schools

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6

Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7

Manner in which complaints are handled

Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8

Quality of leadership in and management of schools.

The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

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

The overall effectiveness of the early years' provision is good.

Children under the age of two are happy and content in the Kindergarten. They make good progress relative to their starting points, including those with SEND and the more able, and are well prepared for their next class. Some children make rapid progress, particularly those with EAL. This is due to the good levels of care and suitable learning experiences that the setting provides for the range of children who attend.

Children's personal and emotional needs are supported well. Babies separate quickly from their parents and settle easily with their key person. They enjoy investigating the activities on offer and demonstrate that they feel safe and secure whilst doing so.

All practitioners fully understand the safeguarding and welfare requirements and adhere to them responsibly, ensuring that they are all met. They know how to keep children safe and follow the school procedures diligently.

Leadership and management ensure that the setting is of good quality. Procedures are well documented and practitioners follow them closely. Practice is regularly evaluated and improved where necessary; the desire to provide the best early years' education is shared by the practitioner team. Both recommendations from the previous inspection have been successfully addressed. The clear management structure in place facilitates greater monitoring and evaluation of the provision, and practitioners' revised approach to planning helps to develop practice and ensure that children make good progress in their learning.

Effectiveness of leadership and management

The effectiveness of leadership and management is good.

The role of leaders and managers are well-defined. Members of the Collegiate Board are actively involved and support the staff well in developing their practice. Leaders keep up to date with current educational practice and seek advice and training from a variety of external specialists. Practitioners are actively encouraged to develop professionally and attend a range of courses to help them develop their understanding of the learning and development needs of very young children. Regular supervision meetings provide practitioners with good opportunities to discuss the children in their care. These arrangements help to ensure good levels of care and education for the children who attend.

Leaders and managers are ambitious; through their comprehensive self-evaluation and plans for future development, they continually strive to improve the provision for care and learning to ensure that children receive a good start to their education. They understand the importance of listening to the views of children, parents and practitioners, including these effectively in their self-evaluation processes. These views are successfully implemented, such as changes to the collection routine in response to parents' feedback, supporting children's safety. Parents spoken to during the inspection were very satisfied with the care and education provided.

Leaders and managers ensure that good learning programmes are in place for children under the age of two. Managers fully understand what children should be learning in order to meet the expected levels of development. They monitor planning on a weekly basis alongside assessment data to ensure that learning experiences are matched suitably to children's individual needs. This ensures that children are well prepared for the next stage of their learning.

Leaders and managers promote equality and diversity effectively, for example by instilling respect for others, and by celebrating children's differences, through their daily activities and routines. They ensure that appropriate resources are provided to stimulate children's awareness of other cultures. Poor behaviour, including bullying and discrimination is, whilst rare, effectively managed through the age-

appropriate rules, which are consistently applied by practitioners. In this way, even the youngest children quickly learn to respect one another. Children are beginning to develop a good understanding of the importance of British values, through their participation in traditional celebrations and national events.

Leaders ensure that comprehensive policies are backed up with appropriate training and provide clear guidance for practitioners in adhering to the statutory and other government requirements, including those to prevent radicalisation and extremism. Safeguarding arrangements to protect children's welfare are effective. In their responses to the pre-inspection questionnaire, parents of children under the age of two were overwhelmingly positive about all aspects of the care and education that the setting provides.

Quality of teaching, learning and assessment

The quality of teaching, learning and assessment is good.

Practitioners have a secure knowledge of the age groups they work with, as well as the subjects they teach. They deliver learning in a way that children understand. They set high expectations and have a good awareness of the range of children's needs, which they support well. This means that all children, including those with SEND, EAL, as well as those who are more able, make good and often better progress in relation to their ability. Practitioners make effective use of data from assessment at all stages. They gather information about children from their parents and from previous settings; this helps them to plan stimulating experiences, so that all the children are excited to learn. Regular assessment of children's progress ensures that prompt action is taken should a child fall behind or require additional support.

Children engage enthusiastically in the range of activities on offer and are keen to develop their skills because practitioners offer encouragement and praise. Practitioners ensure that parents understand how young children learn and encourage them to support their child's learning, through information booklets, meetings and informal discussions. Parents are kept fully informed about how their child is progressing by means of an online programme, which provides up-to-date information about their child's progress in all areas of learning. This also provides opportunity for them to contribute to records with their own observations. Formal reports, informal discussions and daily feedback sheets are vital links with parents. These systems help ensure consistency in learning for children between home and school and have a positive impact on their progress. Parents report that they value the communication that they have with their child's key person, such as information they receive about their child's next steps in their learning.

Practitioners ensure that the range of learning experiences are accessible to all children, whilst at the same time respecting their diverse needs. For instance, they encourage older children to invite one another to join in with group activities, such as water play, but ensure that individual preferences are respected and that children can select another activity if they wish to.

Overall, practitioners plan a range of motivational activities for children under the age of two, which foster their independent learning skills well. Where this is most successful, children show good levels of engagement, such as when babies splash in the water tray and toddlers cook in the role-play corner. At times, less consideration is given to ensuring that activities challenge older children's thinking, which limits opportunities for them to problem solve and become investigative learners. Children apply their newly-acquired skills with growing confidence, helping them to be ready for the next stage of their learning.

Personal development, behaviour and welfare

The personal development, behaviour and welfare of children is good.

Practitioners encourage children to try their best through a culture of positive praise, which encourages children to embrace learning opportunities. Children develop good levels of self-confidence and self-awareness and are clearly proud of their achievements. Opportunities for children to play and explore are good. For example, babies show good developing co-ordination skills, engaging confidently in painting activities, and toddlers use their physical and language skills well whilst exploring the properties of cornflakes. On occasions, the range of resources provided do not fully promote older children's imaginative

skills, limiting their development of independent thinking and creativity. Each child has a key person with whom they develop secure emotional attachments and feel happy and safe. Practitioners know the children and their families extremely well. Due consideration is given to preparing children both socially and emotionally for the move to their next class. For example, children spend time in their new environment prior to moving on and meet with their new key person, which ensures they settle quickly into new routines.

Practitioners understand the importance of children attending the setting promptly and regularly, and promote this well. Through the positive relationships established with parents, they are quick to act upon any issues to ensure that attendance is good. Practitioners have high expectations of children's behaviour and are very good role models. Children develop a strong understanding of the importance of positive relationships with one another, because practitioners set clear guidelines that are age appropriate. Children show their positive understanding when they manage their feelings and behave kindly to others, for example when taking turns and sharing when playing.

Important skills for life, such as learning about safety and healthy lifestyles, are introduced to the youngest children. Practitioners teach babies how to use cutlery safely and how to move around their environment with care. Older children develop a good understanding of safe use of technology by experimenting with a range of keyboards, cameras and telephones. Meals are nutritious and well balanced, helping children to develop a good understanding of healthy food. All children greatly enjoy the time they spend outdoors; they develop good physical skills and a love of exercise, such as older children engaging in fun games with balls that promote co-ordination skills.

Children's personal development is nurtured well and those under age two are very much part of the wider collegiate community. They attend some whole-school events, such as the recent celebration of the school's birthday. This helps them to begin to understand their part in the wider community.

Outcomes for children

Outcomes for children are good.

Children make good and sometimes rapid progress from their different starting points, especially those with EAL. This was apparent when EAL children demonstrated a good level of understanding following instructions while communicating with their key person. Babies are inquisitive and are keen to participate in activities. They have good attention spans, as was seen when they painted pictures and played with puzzles. Babies' physical skills, such as their growing independence in unaided walking, are progressing well. They show well-developed personal, social and emotional skills during their interaction with one another, with some babies beginning to involve others in their play. Older children are growing in independence, confidently exploring their environment, interacting with others and sharing. They are beginning to use speech and respond well to questioning from their key person. They have a good recognition of colours, proudly explaining that the apple was green and the banana was yellow, and demonstrate increasingly strong competency in hand-eye coordination skills. Children are developing a positive interest in books, choosing to look at these independently in the book corner. They are confident when feeding themselves and take responsibility for their own belongings, such as when they put away their own cups.

By the time they reach the age of two, the vast majority of children are meeting the expected developmental levels, with some exceeding these. This means that they are well prepared for the next stage of their education.

Compliance with statutory requirements

The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Recommendation for further improvement

The school is advised to make the following improvement to its provision for children in the early years.

- Improve opportunities for developing older children's imaginative and problem-solving skills within the registered setting.

ABOUT THE INSPECTION

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff, practitioners, boarding staff, parents and with the chair and other members of the proprietorial board. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Honoree Gordon	Reporting inspector
Mr Phil Stapleton	Compliance team inspector (Headmaster, HMC school)
Miss Jacqueline Scotney	Co-ordinating inspector for early years (Former head of early years, ISA school)
Ms Kate Tipton	Boarding team inspector (Deputy head, Society of Heads school)
Mr George Walsh	Boarding team inspector (Former housemaster, HMC school)