

School inspection report

17 to 19 September 2024

Ellesmere College

Ellesmere

Shropshire

SY12 9AB

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'.

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Summary of inspection findings

1. Governors and leaders have not ensured that the standards are met consistently.
2. Leaders have not always kept themselves up to date with the detail of statutory guidance and have not been rigorous in checking the implementation of policies, particularly in teaching and in health and safety. The independent person whom boarders could contact is not independent of the running of the school. The school's up-to-date attendance policy had not been uploaded before the start of the inspection. This was remedied during the inspection.
3. Governors systematically review the effectiveness of safeguarding arrangements. Governors commission reviews after serious cases and take immediate action. For example, they have increased the number of people trained as safeguarding leads.
4. Leaders liaise effectively with external agencies to promote the wellbeing of boarders and day pupils. Regular communication between teaching and non-teaching staff ensures that the emotional wellbeing of pupils is promoted.
5. The school provides all necessary information to parents and external bodies, but in some areas, this lacks clarity.
6. The school's aim of producing morally well-grounded pupils is understood throughout the school. Respect for others is evident in lessons, activities and in boarding houses.
7. Leaders ensure a range of subjects is taught that meets the needs of all pupils in the lower, middle and senior school. There is a sustained focus on maintaining the positive impact on pupils' confidence of the quality and range of sporting and other co-curricular opportunities.
8. Teachers have secure subject knowledge. In the lower school, the planning of lessons reflects teachers' awareness of pupils' prior attainment, and as a result pupils develop their knowledge, understanding and skills.
9. Pupils make good progress in the lower and senior schools. Leaders have not monitored the effectiveness of teaching in the middle school effectively. They do not use data effectively to inform their judgements. The quality of schemes of work is variable, and the planning of lessons can lack ambition. As a result, in the middle school pupils do not make the progress of which they are capable.
10. Leaders responsible for the support of pupils who have special educational needs and/or disabilities (SEND) have robust strategies for identifying needs and monitoring the impact of the support given. As a result, almost all pupils with additional needs make good progress.
11. The school has recently introduced a new scheme of work for personal, social, health and economic education (PSHE). Leaders had not clearly communicated with parents about the content of relationships and sex education (RSE). The RSE curriculum does not address all areas of the statutory guidance.
12. Pupils are made aware of future careers at various points in the middle and senior school, but there is no coherent strategy that enables pupils of all ages to receive impartial and effective guidance.

13. The school's approach to limiting bullying and promoting good behaviour are effective. Boarding houses are respectful, tolerant and supportive communities. Boarding accommodation is suitable.
14. The school's safeguarding arrangements effectively promote the wellbeing of pupils. Records are detailed reflecting the rationale for decisions made. Training for staff is up to date and appropriate for their role. Pupils are given early help, and there is effective communication between safeguarding leaders and external agencies. Adults who come into contact with pupils, including boarders, are suitably checked.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are not met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- curriculum planning in the middle school takes into account the prior attainment of pupils
- secondary age pupils are taught about lesbian, gay and bisexual, transgender (LGBT) people at a timely point in the curriculum
- parents are given every opportunity to understand the purpose and content of Relationship and Sex Education
- teaching in the middle school enables pupils to make good progress according to their ability
- leaders improve their own knowledge of the detail and implementation of statutory guidance, including the appointment of an independent person (listener) for boarders
- leaders develop more rigorous procedures of the overview of the effectiveness of the curriculum and teaching.

Recommended next steps

Leaders should:

- develop a coordinated programme of careers education that involves all secondary age pupils and that is related to nationally recognised benchmarks

- develop more rigorous oversight of the effectiveness of the implementation of health and safety arrangements
- improve the analysis and use of data to support the planning of lessons.

Section 1: Leadership and management, and governance

15. Leaders make the aims of the school clear to parents and pupils on the website and in handbooks. These are reinforced in publications and on noticeboards. Pupils demonstrate some elements of these aims in their mutual respect for each other and secure moral outlook.
16. Governors and senior leaders have a clear view of the school's areas of success, but a less secure awareness of aspects that need improvement.
17. Governors and senior leaders have systematically reviewed the school's safeguarding procedures. This has resulted in, for example, the creation of a larger safeguarding team, and a move to electronic recording. Pupils who need support are quickly identified and concerns managed effectively by safeguarding leaders.
18. A nominated governor reviews the effectiveness of any changes made through interviews with pupils, staff, and an analysis of documentation, and a subsequent report to the governing body. In this way, governors seek to assure themselves that school leaders have the knowledge, skills and understanding to promote the wellbeing of pupils. However, they have not challenged the appointment of a person identified as a member of staff as an independent person whom boarders might contact.
19. Leaders do not have a secure awareness of the school's effectiveness in other areas. They have not kept themselves updated regarding recent changes in statutory guidance. They do not have procedures for rigorously checking that implementation follows written policy.
20. The quality of relationships between pupils and staff and the pastoral system contributes to an environment in which the concerns of pupils are heard, and appropriate support actioned. Staff are well trained to identify changes in behaviours that might indicate a risk to any aspects of a pupil's wellbeing.
21. Academic leaders and teachers have not taken steps to mitigate the risk of some ineffective teaching and its impact on pupils' progress. As a result, the examination results of a significant number of pupils are consistently below their predictions. Some schemes of work are currently inappropriate for learners' needs and lack sufficient challenge and attention to progress. The school's aim of having a consistent, intense focus on individual academic performance does not work in practice.
22. Although leaders had revised the attendance policy in line with revised statutory guidance, it had not been published on the website, as required. This was remedied during the inspection. The school's website now provides all the information needed. This includes a list of further policies and information that the school will provide or make available on request. Some information is not clearly communicated. For example, the statutory letter to parents about the RSE curriculum was accessible only through a link on the website.
23. The complaints procedure is published on the school's website. It allows for a three-stage process. It encourages parents to share any concerns with the school at an early stage. Senior leaders investigate any formal complaints raised by parents in detail and respond swiftly. They document complaints thoroughly, and where appropriate probe any wider issues. Governors regularly review these records to identify common threads.

24. The school has a taught and recreational curriculum that is accessible to all pupils regardless of gender, ability or special educational need and/or disability. Hence it satisfies its duties in terms of the Equality Act, 2010.

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

25. Standards are not met consistently with respect to the quality of leadership and management.
26. Standards are not met consistently with respect to the curriculum.
27. Standards are not met consistently with respect to Relationship and Sex education.
28. Standards are not met consistently with respect to the safeguarding of boarders.
29. As a result, the Standards for leadership, governance and management are not met.
- 30. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

31. Leaders have created a balanced and relevant curriculum that in outline meets the needs of pupils at all ages. In particular, the academy programme in football, tennis, swimming and rugby enables pupils to develop their sports skills to a high level, whilst encouraging participation for all abilities.
32. The curriculum covers all the required areas of learning. In the middle and senior schools, pupils study a range of examination courses matched to their interests and aspirations. These include programmes leading to qualifications at GCSE, A level, the International Baccalaureate (IB) and BTEC.
33. The curriculum overview is well structured. Schemes of work in the lower school are clear, with detailed planning that identifies how to support pupils' progress. Schemes of work in the middle school do not consistently address the needs of all pupils. At this age, planning documents and consequently the planning of individual lessons are not formalised. In some lessons in the middle school, pupils find the level of work set too easy.
34. Leaders and teachers in the lower school use a framework to assess progress and use this to adjust the targets they set for individual pupils. Teachers gradually extend pupils' knowledge and understanding, and they make good progress, particularly in English. Middle school pupils are set half-termly tests, but the results of these and other available data are not routinely used by teachers to adapt their approaches. Feedback is regular but lacks details on what pupils should do to make progress in their learning.
35. Lessons in the sixth form are characterised by effective interactions between teachers and pupils in which concepts are clearly explained and pupils are keen to extend their learning.
36. Teachers have secure subject knowledge. They manage pupils' behaviour effectively and use the wide range of resources available to them appropriately.
37. Pupils speak confidently and listen attentively. In many lessons in the middle school, teachers' questions and the tasks they set consolidate knowledge rather than encourage pupils to think more deeply. This suits pupils who are not finding a topic straightforward, but consequently limits the progress of others. This limited progress is reflected in many of the examination results.
38. There are effective and well-embedded strategies for identifying pupils who have additional learning or behavioural needs. Leaders of SEND provision liaise closely with subject teachers, pastoral staff, and parents to decide on the nature of the support.
39. Leaders evaluate the impact of the SEND provision through regular testing, checks with subject teachers and tailored assessments. Almost all pupils who have additional needs make good progress and develop an independent approach to learning.
40. Pupils who speak English as an additional language are effectively supported in small groups. Lessons are focused on the vocabulary used in individual subjects week-by-week. Pupils quickly develop a competence which allows the support to be withdrawn.
41. Leaders provide boarders with a coherent range of activities that they can undertake at weekends and in the evenings. These complement an extensive variety of co-curricular pursuits, including a well-supported Combined Cadet Force. Although many pupils select sporting options, the choice

gives opportunities for pupils to follow a number of intellectual and artistic interests. As a result, pupils achieve Duke of Edinburgh Awards, or musical and drama qualifications.

42. Pupils are well supported, but in the sixth form are encouraged to make their own decisions. In this way the school has created an environment in which pupils develop their independence. They are well prepared for life after school through a course that concentrates on the practicalities of managing budgets and independent living.

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

43. The Standards relating to the curriculum are not met.

44. The Standards relating to teaching are not met.

- 45. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

46. The school's culture is characterised by the respectful approaches and language used in the discussions between staff and pupils. In this way, and through the messages of assemblies and PSHE lessons, pupils deepen their understanding of each other.
47. Chapel services provide pupils with the opportunity to think and explore a spiritual dimension to their existence. They are encouraged to consider the concept of right and wrong in ethically unclear situations. As a result, in line with the school's aim, they start to develop into morally grounded human beings.
48. Leaders have recently introduced a scheme of work that covers all the necessary areas of pupils' personal development. However, leaders do not follow statutory guidance for the teaching of relationships and sex education in the school. Leaders have not clearly communicated with parents, and the school does not teach about respect in terms of LGBT relationships. The school's physical education programme offers opportunities for all pupils to develop their skills and abilities. There is a high level of coaching in football, rugby, swimming and tennis, as part of the school's academy's programme. Pupils have gained national recognition in all of these areas. At the same time, other pupils are given access to a full range of sporting opportunities to develop their skills at every level. Pupils are well behaved in lessons, around the school and in boarding houses. Pupils understand the sanctions policy that is applied if they misbehave. Prefects have defined roles, and reliably support the smooth running of school life.
49. The curriculum effectively guides pupils, including boarders, to recognise potential bullying behaviours in themselves or others. Records show that when bullying is reported, it is dealt with swiftly and appropriately, with support given to both victim and perpetrator. After an appropriate interval, the action taken is evaluated and if necessary, changes made in this area.
50. The premises and accommodation in which pupils live and work are appropriate for their needs. Sporting facilities support the breadth of activity offered and the high levels of participation. Those responsible are vigilant in ensuring that the grounds, teaching and boarding accommodation are well maintained. The school meets the requirements of fire and health and safety legislation. Fire evacuation practices are carried out during the school day and boarding time. Leaders quickly identify and mitigate any risk to pupils. As a result, the wellbeing of pupils is promoted by the provision of a safe and stimulating environment.
51. The school's sick bay provides effectively for the health needs of pupils. School nurses contribute to the teaching of RSE and liaise closely with safeguarding leaders about individual pupils. A high proportion of staff are first aid trained. Leaders ensure that there is enhanced first aid cover when there are a large number of pupils involved in sports fixtures. The school has an up to date and suitable accessibility plan that is well implemented. For example, sloped access abuts many of the steps around the school.
52. Leaders had amended the attendance policy in line with the most recent guidance but had not uploaded it to the website before the inspection. However, the new guidance was already being implemented. Admissions records are accurately maintained. The school informs the local authority of leavers and joiners to the school at non-standard transition points.

53. Pupils are well supervised throughout the school day and boarding time. Leaders encourage boarders to develop their independence but have arrangements to know how to find out where boarders are at any time. Boarders have good access to food and drink during the evenings, in addition to the substantial and varied meals they take in the dining hall.
54. Pupils are taught about money management in the lower school, and learn approaches to saving, financial planning and the UK economy as they progress through the middle school. They become aware of, and discuss ethical issues surrounding, cheap labour. Sixth-form pupils are well prepared for employment or further study through an intense financial management course.

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

55. The Standards relating to Relationship and Sex education are not met.
56. The Standards relating to the curriculum are not met.
- 57. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

58. Leaders are vigilant in ensuring that the school's taught and co-curricular curriculum is accessible to all pupils. It provides opportunities for all pupils to participate in sport at a level appropriate to their ability.
59. Pupils show high levels of mutual respect in the school and respect for differences is reinforced in assemblies and Chapel services. Pupils show appreciation for the Christian foundation of the school but value the opportunities to explore other faiths.
60. Respect between pupils is positive and the quality of interactions is evidence of the school's successful promotion of values such as tolerance and empathy. Despite gaps in RSE teaching, pupils' attitudes reflect how much they value an inclusive and diverse community.
61. Boarders come from diverse national backgrounds and boarding staff are effective in engendering attitudes of tolerance and respect. Boarders respect each other's property and private space, and quickly support each other if required. Boarding houses are places in which relationships are warm and understanding.
62. Pupils across the school understand the importance of contributing to their local Shropshire community. In this way, pupils reflect the school's aim that they should improve the lives of those around them. They articulate this through a wide range of fundraising activities, including for example for a local children's hospice and mental health charities. Sixth-form pupils help support readers at primary schools, and through the Duke of Edinburgh Award, pupils undertake sustained volunteering by clearing canals.
63. The school organises an annual careers fair attended by senior pupils. In Years 7 and 8, pupils start to reflect on their aspirations. Sixth-form pupils value the quality of advice they receive in supporting university applications, and this is reflected in the wide range of courses, colleges and universities to which leavers progress. However, the careers curriculum lacks a coherent strategy, for example, it provides few opportunities for pupils to come into contact with the world of work.
64. An intense sixth-form course in a wide range of life skills from finance to cooking effectively prepares pupils for life after school. In assemblies, and when relevant in lessons, pupils discuss the differences between civil and criminal law, and they have a sound knowledge of how the country is governed and managed. A well supported Model United Nations activity allows participants to explore other approaches to government, and how these relate to different cultural attitudes.
65. Pupils debate political issues keenly. School staff are alert to possible extreme views, but otherwise maintain a political neutrality.

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

66. All the relevant Standards are met.

Safeguarding

67. Leaders' approach to the practice and implementation of safeguarding is effective in that it promotes the wellbeing of pupils in most aspects.
68. Leaders have updated their policies and procedures in line with the latest statutory advice. Pupils are offered early help as problems emerge. Leaders understand the action necessary if pupils' absence is unexplained.
69. The school has created a team of deputy designating safeguarding leads (DDSLs) to support the designated lead (DSL). They are trained to an appropriate level. The arrangement ensures that potential safeguarding issues across the school, including boarding, are quickly communicated and addressed. The training of governors and staff is up to date. Staff are alert to the particular risks faced by pupils who have SEND and those recently arriving from overseas.
70. Pupils say they feel safe and that they have a range of adults to speak to if they are concerned about anything. They have access to a range of well-trained professionals, including house and nursing staff. Boarders are given the contact details of external organisations if they need advice. The telephone number of an independent person is provided. However, this person does not have sufficient independence from the school.
71. Electronic reporting systems are used effectively to support safeguarding practice. Records are detailed, identify the risk to pupils, and explain the rationale for decisions made. Leaders review the effectiveness of actions taken. Leaders have created a curriculum which reinforces key messages about consent, personal space and respect. Safeguarding leaders and other staff have a secure knowledge of strategies to identify the possible radicalisation of pupils, and the consequent procedures.
72. Filtering and monitoring software protects pupils online and identifies any inappropriate use. Leaders test the effectiveness of the software each week. Records are analysed by the safeguarding team and the nominated safeguarding governor. Pupils receive guidance about keeping safe online through the curriculum. Leaders have implemented a policy on the use of electronic devices by boarders that allows them regular access to home.
73. Leaders work closely with relevant safeguarding partners, including children's services and the local authority designated officer. They act on the advice given. This includes in handling any allegations against adults. Leaders have coordinated effectively with national sporting bodies to ensure that approaches to safeguarding are synchronised, and lines of responsibility are clear.
74. All appropriate pre-employment checks are made on adults before they come into contact with pupils. Files relating to these checks are well maintained and detailed, and the single central record accurate.
75. The nominated safeguarding governor systematically tests the effectiveness of all aspects of the safeguarding arrangements, by sampling records, interviewing staff and pupils, and regularly analysing the details of random cases. A full report is provided to the full governing body.

The extent to which the school meets Standards relating to safeguarding

76. The Standards relating to the safeguarding of boarders are not met.

77. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
NMS 2.1	The school's governing body monitors the effectiveness of leadership, management and delivery of boarding and welfare provision in the school, and takes appropriate action where necessary
NMS 2.2	The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge and undertake appropriate training as required
NMS 2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met
NMS 2.5	The school's leadership and management and governance actively promote the wellbeing of pupils.

Section 2: Quality of education, training and recreation

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 2(1)	The standard in this paragraph is met if –
2(1)(a)	the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
2(1)(b)(i)	the written policy, plans and schemes of work – take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
ISSR Part 1, paragraph 2(2)	For the purposes of paragraph (2)(1)(a), the matters are –
2(2)(h)	that all pupils have the opportunity to learn and make progress.
ISSR Part 1, paragraph 3	The standard in this paragraph is met if the proprietor ensures that the teaching at the school –
3(a)	enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
3(b)	fosters in pupils self-motivation, the application of intellectual, physical and

	creative effort, interest in their work and the ability to think and learn for themselves
3(c)	involves well-planned lessons and effective teaching methods, activities and management of class time
3(d)	shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

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

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 2(1)	The standard in this paragraph is met if–
2(1) (a)	The proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
2 (1)(b)	the written policy, plans and schemes of work –
2(1)(b)(i)	take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
2(1)(b)(ii)	do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
ISSR Part 1, paragraph 2(2)	For the purposes of paragraph (2)(1)(a), the matters are
2(2)(d)	personal, social, health and economic education which –
2(2)(d)(i)	reflects the school's aims and ethos; and
2(2)(d)(ii)	encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.
2(2)(i)	effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
ISSR Part 1, paragraph 2(A)	The standard in this paragraph is met if the proprietor
2A(1)(b)	ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
2A(1)(d)	in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools
2A(1)(f)	consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e)
2 (A)(2)	Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.
ISSR Part 2, paragraph 5(b)	The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor ensures that principles are actively promoted that
5(b)(vi)	Encourage respect for other people, paying a particular regard to the protected characteristics set out in the 2010 Act.
NMS 17.1	Boarding schools are required to teach relationships education to primary

	school pupils and relationships and sex education to secondary school pupils.
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Section 5: Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 8	Where section 87(1) of the Children Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that –
8(a)	arrangements are made to safeguard and promote the welfare of pupils at the school
8(b)	such arrangements have regard to any guidance issued by the Secretary of State have regard to the National Minimum Standards for Boarding Schools.
NMS 8.1	The school should ensure that <ul style="list-style-type: none"> • arrangements are made to safeguard and promote the welfare of pupils at the school, and • such arrangements have regard to any guidance issued by the Secretary of State
NMS 11.4	The school identifies at least one person other than a parent, outside the staff and those responsible for the governance and leadership of the school, who children can contact directly about their personal problems or concerns.

School details

School	Ellesmere College
Department for Education number	893/6001
Registered charity number	1103049
Address	Ellesmere College Ellesmere Shropshire SY12 9AB
Phone number	01691 622321
Email address	reception@ellesmere.com
Website	www.ellesmere.com
Proprietor	Woodard Corporation
Chair	Mr Charles Lillis
Headteacher	Mrs Vicky Pritt-Roberts
Age range	7 to 19
Number of pupils	532
Number of boarding pupils	175
Date of previous inspection	17 October 2023

Information about the school

78. Ellesmere College is a co-educational day and boarding school situated in rural Shropshire. The school consists of a lower school for pupils aged 7 to 13, a middle school for pupils aged 13 to 16, and senior school for pupils aged 16 to 18. The school is a charitable trust overseen by a board of governors. An acting head is in place pending the arrival of a new head in September 2025.
79. There are seven boarding houses, two for male pupils and one for female pupils aged 11 to 16, and four for sixth-form pupils, two for male and two for female pupils.
80. The school has identified 187 pupils as having special educational needs and/or disabilities (SEND). Four pupils in the school have an education, health and care (EHC) plan.
81. English is an additional language for 35 pupils.
82. The school states its aims are to produce fully developed and morally grounded human beings who will flourish as adults and improve the lives of those around them. It seeks to achieve this through a consistent, intense focus on individual academic performance.

Inspection details

Inspection dates

17 to 19 September 2024

83. A team of seven inspectors visited the school for two and a half days. The onsite inspection was quality assured by a monitor.

84. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

85. 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**.

Independent Schools Inspectorate

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For more information, please visit isi.net