



**ISI** Independent  
Schools  
Inspectorate

**Additional Inspection Report**

**Queen Margaret's School**

**January 2023**

## School's details

<b>School</b>	Queen Margaret's School			
<b>DfE number</b>	815/6035			
<b>Registered charity number</b>	517523			
<b>Address</b>	Queen Margaret's School Escrick Park York North Yorkshire YO19 6EU			
<b>Telephone number</b>	01904 727600			
<b>Email address</b>	head@queenmargarets.com			
<b>Headteacher</b>	Mrs Sue Baillie			
<b>Chair of Governors</b>	Mr Terry Burt			
<b>Age range</b>	11 to 18			
<b>Number of pupils on roll</b>	214			
	<b>Day pupils</b>	29	<b>Boarders</b>	185
	<b>Seniors</b>	135	<b>Sixth Form</b>	79
<b>Date of inspection</b>	23 January 2023			

# 1. Introduction

## Characteristics of the school

- 1.1 Queen Margaret's School is an independent boarding and day registered as a single sex school for female pupils. The school was established in Scarborough in 1901 and moved to its present site in 1949. It operates as a charitable company, whose trustees form the governing body of the school. Boarders are accommodated in one of five houses, all located on the main school site. No pupil has an education, health and care (EHC) plan. The school has identified 58 pupils as having special educational needs and/or disabilities (SEND). English is an additional language (EAL) for 76 pupils. The school's previous inspection was a focused compliance and education quality inspection from the 30th of April to the 2nd of May 2019. A new headteacher was appointed in September 2019.

## Purpose of the inspection

- 1.2 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the National Minimum Standards for Boarding 2022.

Regulations which were the focus of the inspection	Team judgements
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8	<b>Met</b>
Part 3, paragraph 9 (behaviour); NMS 15	<b>Met</b>
Part 3, paragraph 10 (bullying); NMS 16	<b>Met</b>
Part 3, paragraph 14 (supervision); NMS 20	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (leadership and management); NMS 2	<b>Met</b>

## 2. Inspection findings

### **Welfare, health and safety of pupils – safeguarding and safeguarding of boarders [ISSR Part 3, paragraphs 7 and 8; NMS 8]**

#### **Safeguarding policy**

- 2.1 The school meets the requirements.
- 2.2 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

#### **Safeguarding implementation**

- 2.3 The school meets the standards.
- 2.4 Safeguarding arrangements are implemented effectively, including those related to the welfare of boarding pupils. Arrangements reflect the current guidance appropriately. Senior leaders ensure that where appropriate they access both support and guidance from the local authority in handling safeguarding matters. They work closely with the governing board. The school provides appropriate support for pupils' needs. Staff listen to children and take appropriate and timely action when pupils raise concerns. Pupils confirmed this and it is evident in records of safeguarding. All staff have received suitable training on the recent changes in statutory guidance and online safety. When new staff are appointed, they complete a comprehensive induction process to ensure they understand their safeguarding responsibilities. All staff are familiarised with *Keeping Children Safe in Education* (KCSIE) Part 1 and Annex B. The designated safeguarding lead (DSL) and deputies have sufficient status and authority to undertake their roles. They have the appropriate level of training, which is in line with local procedures. The DSL provides regular updates to all staff and opportunities for discussion on any changes to safeguarding policies and their implementation.
- 2.5 Staff throughout the school have a full understanding of their safeguarding responsibilities including those who care for boarders. Staff are clear on the procedures for reporting any concerns about pupils and operate these appropriately. They understand that in a boarding environment, enhanced welfare measures are required to ensure that boarders are well cared for, are supported and have a voice to express any concerns they may have. Staff are alert to the particular needs of individual pupils and respond to these appropriately. They are clear on the types of child-on-child abuse that can occur and the significance of reacting to and reporting such behaviours effectively. This includes those that might involve senior leaders or other adults working with pupils. Appropriate and detailed records of any safeguarding concerns are maintained and these show timely and appropriate liaison with both parents and local agencies, including the local safeguarding partnership. Scrutiny of the recording of safeguarding incidents demonstrated a culture in which detailed analysis of any incidents takes place, supported by effective monitoring systems, overseen by the governing board safeguarding lead.
- 2.6 There are appropriate measures to handle any allegations against adults working in the school. Staff understand these and are prepared to report any concerns they may have. The governing board undertakes an annual safeguarding review with due diligence. They demonstrate suitable rigour in their oversight of arrangements. This includes, if necessary, consultation with external professionals and undertaking a review of any safeguarding incidents that may occur. If the handling of any incidents demonstrates a need for improved practice, this is implemented. The governors have received appropriate training in safeguarding. They implement suitable recruitment procedures. They monitor any new employees during their probationary period to ensure that they comply with the expectations of the staff code of conduct.

**Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9; NMS 15]**

- 2.7 The school meets the standards.
- 2.8 The school has a suitable behaviour and sanctions policy, which is available on the school website. It sets out the appropriate aims and outlines both rewards to promote good behaviour and the sanctions to be adopted in the event of pupil misbehaviour. Staff and pupils understand the policy, which is implemented effectively. In discussions, pupils said that they value their input into the behaviour and sanctions policy and feel that the sanctions employed by the school are fair. Senior leaders record details of any behavioural incidents appropriately. They monitor these records to identify patterns and any action taken. The records show that staff take into account the specific needs of individual pupils, including those who are boarding pupils, when dealing with any misbehaviour. Where difficult issues have arisen on occasions within individual year groups, senior staff have used a restorative justice process effectively to try and resolve these. This has ensured that appropriate measures have been taken to promote high standards of behaviour. If necessary professional advice is sought to assist this process and the school responds appropriately to any advice given. Records demonstrate that poor behaviour is rare and is swiftly and appropriately dealt with by staff when it does occur.

**Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10; NMS 16]**

- 2.9 The school meets the standards.
- 2.10 The school has an appropriate anti-bullying policy which is implemented effectively. It applies to both day and boarding pupils. In discussion, pupils commented that they know when and how to seek help. They understand that they should report any bullying they observe. Records of any bullying incidents are congruent with other behaviour and safeguarding records. Staff understand clearly that child-on-child abuse is a potential safeguarding issue. All bullying incidents are referred to those with safeguarding responsibilities. Records demonstrate that bullying incidents are rare and those that do occur are dealt with promptly and effectively. Support is given to both the victim and the perpetrator. Senior leaders maintain a suitable centralised log of bullying incidents and review this regularly, together with members of the governing board. This is used effectively to identify any trends, and appropriate action is taken in response. Pupils said in discussion that any bullying is usually of a low-level nature and is mostly in the form of inappropriate comments, which they say staff deal with effectively.

**Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14; NMS 20]**

- 2.11 The school meets the standards.
- 2.12 Arrangements for the supervision pupils, including boarders, ensure that pupils' welfare is safeguarded. The arrangements are well documented and planned effectively to ensure that adequate supervision is available to meet the age and range of pupils at the school. Boarding staff are appropriately allocated to houses such that suitable cover is available during the day and for the supervision of boarders overnight. In the event that boarding staff illness or unavailability impinges on supervision levels, senior staff are available to provide appropriate cover. Ratios of staff to pupils around the school were seen to be suitable. There is appropriate supervision in remote locations and when pupils are on trips or excursions away from the school.

**Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

- 2.13 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website and is provided to parents on request.

**Quality of leadership and management [ISSR Part 8, paragraph 34: NMS 2]**

- 2.14 The school meets the standards.
- 2.15 Governors and senior leaders ensure that the required policies and records are appropriately maintained, effectively monitored and efficiently implemented, including those for handling parent's complaints. Staff throughout all school sections, are appropriately monitored by senior managers, including those who work in boarding. There is appropriate training for boarding staff. The governors ensure that senior leaders and managers demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools 2022, and no further action is required as a result of this inspection.

## 4. Summary of evidence

- 4.1 The inspectors held discussions with the head, senior leaders and other members of staff. They met with the chair of governors and had a telephone conversation with the safeguarding governor. They visited different areas of the school, and talked with groups of pupils. They scrutinised a range of documentation, records and policies.

### Inspectors

Mr Tony Halliwell

Reporting inspector

Mr Stephen Fox

Assistant reporting inspector