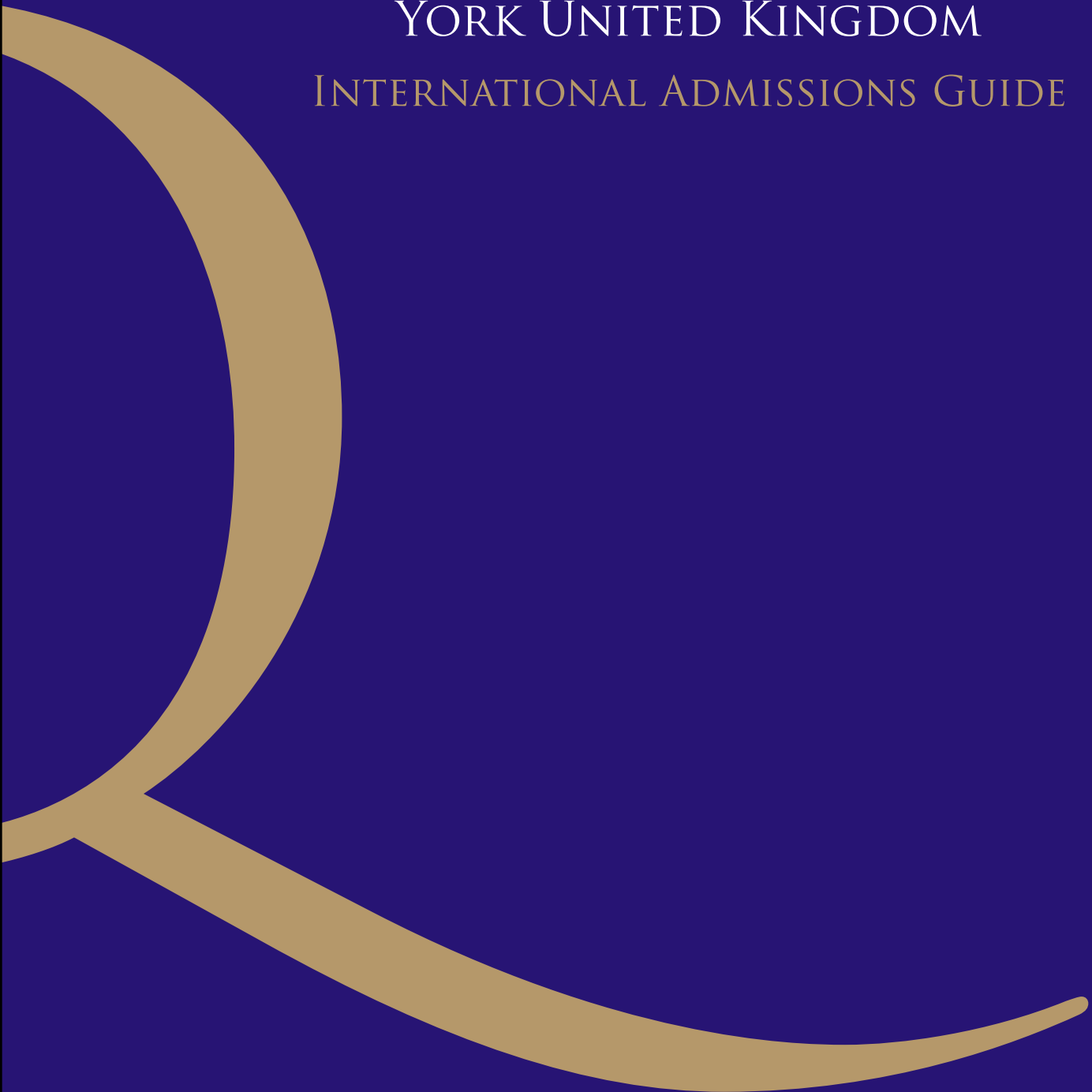




QUEEN ETHELBURGA'S COLLEGIATE  
YORK UNITED KINGDOM  
INTERNATIONAL ADMISSIONS GUIDE





*“We achieve academic excellence by providing an innovative, challenging, stimulating and varied curriculum, which fosters enthusiasm and curiosity, with students acquiring skills that support learning for life.”*







## AMY MARTIN

### *Executive Chair of the Collegiate Board*

Queen Ethelburga's Collegiate Hill Standard is 'To be the best that I can with the gifts that I have'. As an alumna of the school I continue to ensure that this remains at the centre of every decision we make.

We are here to provide every child attending QE with a springboard to their individual successes, whichever pathway they choose.

Our staff work as one team – whether they are directly teaching or supporting students as part of the school and pastoral teams, or as part of our estates team making sure that the campus works as it should – to create the right learning and living environment in which every student can thrive.

As members of the QE and wider community, we encourage tolerance and compassion and expect a positive contribution to community life from all, both on and off campus.

We aspire to excellence, have high expectations of ourselves and others, and take pride in everything we do. We aim to nurture resilient, confident and independent lifelong learners.

Our academic results speak for themselves, but what really sets us apart is our wraparound pastoral care for students and the incredible facilities and accommodation that they benefit from as part of campus life.

We are serious about investing in our campus, so that our students can gain great benefit and enjoyment from it.

I am proud of our diverse international community and today we have over 65 nationalities from all corners of the world that enrich our school and make Queen Ethelburga's a unique environment for all our students to learn and develop as individuals.

### *Amy Martin*

### *Executive Chair of the Collegiate Board*





*“We keep the student at the heart of all our endeavours, ensuring that the highest levels of staff expertise support the highest expectations of every individual’s potential.”*





## DANIEL MACHIN

*Principal*



It is a privilege to be able to extend a warm welcome as Principal to Queen Ethelburga's Collegiate, known locally, nationally, and internationally for our outstanding pastoral care, our high-quality boarding provision, and our exceptional academic outcomes; all supported by our fantastic facilities. Most importantly, QE is a happy and fulfilling place where our students and staff thrive.

Having joined as a Teacher of Business Studies and ICT in September 2005, I have been fortunate to be able to carry out a number of interesting and varied roles in the past fifteen years, including Head of Sixth Form, Head of College, and latterly as Vice Principal. This means that I fully understand the needs, aspirations and exceptional abilities of all our QE students, and I have used this knowledge to work alongside our skilled and dedicated staff in developing what we offer, so that the school today is at the forefront of educational innovation and expertise. In particular, our Strategic, Senior Leadership, and Estate Management teams benefit from experience, skill, initiative and strong team-work, which leads to a single-minded focus on ensuring that we provide the very best for our QE Community.

The Collegiate is uniquely made up of four smaller schools, each with its own Head, Deputy Head and management team. This ensures a nurturing, family atmosphere where the staff know their students thoroughly and form outstanding student-teacher relationships based on mutual respect and unwavering support for each other.

We have established ourselves amongst the top schools worldwide, demonstrated by our outstanding academic results and impressive list of top university destinations. We recognise that the quality of teaching in the classroom is the most critical component in achieving academic excellence, hence our investment in continuing professional development. This ensures our teachers remain at the top of their profession, and our students are equipped with the skills they will need to become successful adults. We also understand the importance of developing the whole student by presenting opportunities to learn beyond the classroom through our extensive enrichment and super-curricular programmes, designed to recognise and celebrate the skills and aspirations of each individual.

We promote a culture of self-awareness; encouraging and developing individual potential and personal qualities, such as those of leadership, critical thinking, and responsibility. We believe in placing each student at the centre of their own development and that learning is a life-long process. Our students leave us as resilient, independent, confident and self-aware young adults, proud to have been members of the Collegiate, and ready to take their place in the wider community.

Thank you for your interest in our school. I look forward to speaking to you about how we can help your son or daughter to be the best that they can with the gifts that they have.

*Daniel Machin*  
*Principal*



# QUEEN ETHELBURGA'S THORPE UNDERWOOD CAMPUS



## *Beautiful Learning Environment 450,000 sqm of beautifully maintained grounds*

We take great pride in our campus, ensuring that it is beautifully maintained to a high standard. There are 5 dedicated play areas, in addition to the activity area on site. These areas are purpose built for the age group that use them, from 3 years old up to our Sixth Form students!

If you would prefer tranquil gardens, we have those too, in the “Secret Garden” area, home to sculptures by famous Yorkshire artist Jeremy Guy, or our recently renovated “Millennium Fountain”

area, comprising more formal garden settings with ample areas to sit and catch up with your friends.

We have invested in “Olympic Court”, which is situated just outside the entrance to Chapter House Junior school.

This area, with fountains and bench seating, features two original Olympic torches, along with tasteful Olympic memorabilia as a legacy to the London 2012 games.



# QUEEN ETHELBURGA'S THORPE UNDERWOOD CAMPUS





# QUEEN ETHELBURGA'S THORPE UNDERWOOD CAMPUS



## *History and Tradition*

*You have to know your past, to know where you're going*

Our campus is steeped in history, from the old hall being a home to Branwell and Anne Bronte for a short period, to the Monks who used to feed from our stew pond on their way to Fountains Abbey.

School history is taught to the students, with students battling for first place in the annual "School Quiz".

With our school celebrating its centenary birthday, we are proud to ensure that tradition is at the heart of our school community.

Some of the students' favourites are the annual "School Ghost" performance, celebrating the school birthday and singing carols round our huge Christmas tree before the school Christmas dinner.

Our traditions bring students together from all year groups and across the four schools and bring a sense of tradition to our international students.

Whilst our campus may be ever developing with new facilities, our traditions and ethos stay strong, uniting our students for many years after they have left us.



# QUEEN ETHELBURGA'S - OUR LOCATION

*Prime location in the heart of the Yorkshire countryside; geographically we embrace Harrogate, York and Leeds*

Yorkshire has been the region people choose to live in for more than 2,000 years. Once a kingdom in its own right, England's biggest county has never lost that sense of being special. A "grandeur you don't get anywhere else", the power of its history and pride of its people make this a place where ordinary simply won't do. Yorkshire is "most beautiful".

Ancient abbeys and castles, great houses and gardens are framed by high moors, wooded hills and lush farming country. Three National Parks, the Yorkshire Dales, the Peak District and the North York Moors, protect more than 1,000 square miles of matchless walking country. Yorkshire vision changed the world. York, a Roman stronghold and Viking capital, is one of Europe's greatest cities. It is also stylish and fun.

## *York*

*The City of York is steeped in history*

York has many world-renowned attractions to be proud of, including the gothic splendour of York Minster, the National Railway Museum, Castle Museum and the Jorvik Centre, to name but a few. In addition to its many historical and educational sites, York is also a vibrant, cosmopolitan shopping destination. Modern department stores run the length of Parliament Street while the smaller craft, souvenir and antique shops can be found winding along the famous cobbles of "The Shambles". The City also offers a huge variety of bars and restaurants, catering for all styles of national and international cuisine.

## *Harrogate*

*Harrogate's charm and character owes much to its heritage as a popular Victorian spa town.*

Modern Harrogate is a major international conference destination with a varied mixture of shopping, fine restaurants and relaxing open spaces. The town centre is decorated with beautiful floral displays annually and, with "The Stray" at



its centre, and a vast expanse of 200 acres of green lawns, Harrogate bursts into life every English summertime. Other attractions in Harrogate include the RHS Gardens of Harlow Carr, the Royal Pump Room Museum, Mercer Art Gallery and the famous Turkish Baths

## *Leeds*

*Yorkshire's 21st century capital*

Leeds offers everything you would expect from one of the UK's vibrant cities, and more. Leeds is the only English city outside London with its own repertory theatre, opera house and ballet companies. Leeds Art Gallery has one of the UK's best collections of contemporary British art (The Times) and the city is home to the Royal Armouries, the national collection of arms and armour. There are more listed buildings in Leeds than in any English city outside London, with highlights including the Victoria Quarter, Leeds Corn Exchange and Harewood House, home of the Queen's cousin.



# UK EDUCATION SYSTEM EXPLAINED



*Private schools have for a long time played a very prominent role in the UK's education system and today the UK is still regarded as one of the top study destinations in the world!*

According to the annual census conducted by the ISC (Independent Schools Council), pupil numbers at private schools are now higher than they were expected in 2019.

This increase has been fuelled by both British and international pupils coming to private schools in the UK. Many factors influence parents choosing to send their children to a private school. As one might expect, to achieve excellent results at high school level is a great foundation on which your children can build future success at university and in their chosen careers.

Sending your child to study overseas is a big decision and it is important to fully understand the structure and offering of each school. Boarding schools are those where students live on campus throughout the term and these can be both single sex or co-educational (both boys and girls). There is no conclusive evidence which suggests either is better educationally so this will be best decided by parents

and children based on personal preference. Here at Queen Ethelburga's we welcome boarding and day students from all around the world, both boys and girls.

In order to gain a place at Queen Ethelburga's your child will have to go through a comprehensive admission process. The admission process is designed to choose pupils on the basis of their suitability for life in a British boarding school, as well as their innate academic abilities.

Whilst many students will focus on results and league tables, there is so much more to a school than just results. Our experienced admissions staff will be more than happy to talk through the important factors you need to consider when choosing a school and give you an extensive insight to what we have to offer here at QE.

For full details on our application process please see page 144



# UK EDUCATION SYSTEM EXPLAINED

*The National Curriculum is constructed in five Key Stages:*

**Key Stage 1** - Foundation Year and Years 1 to 2 - for pupils aged 5 to 7 years old

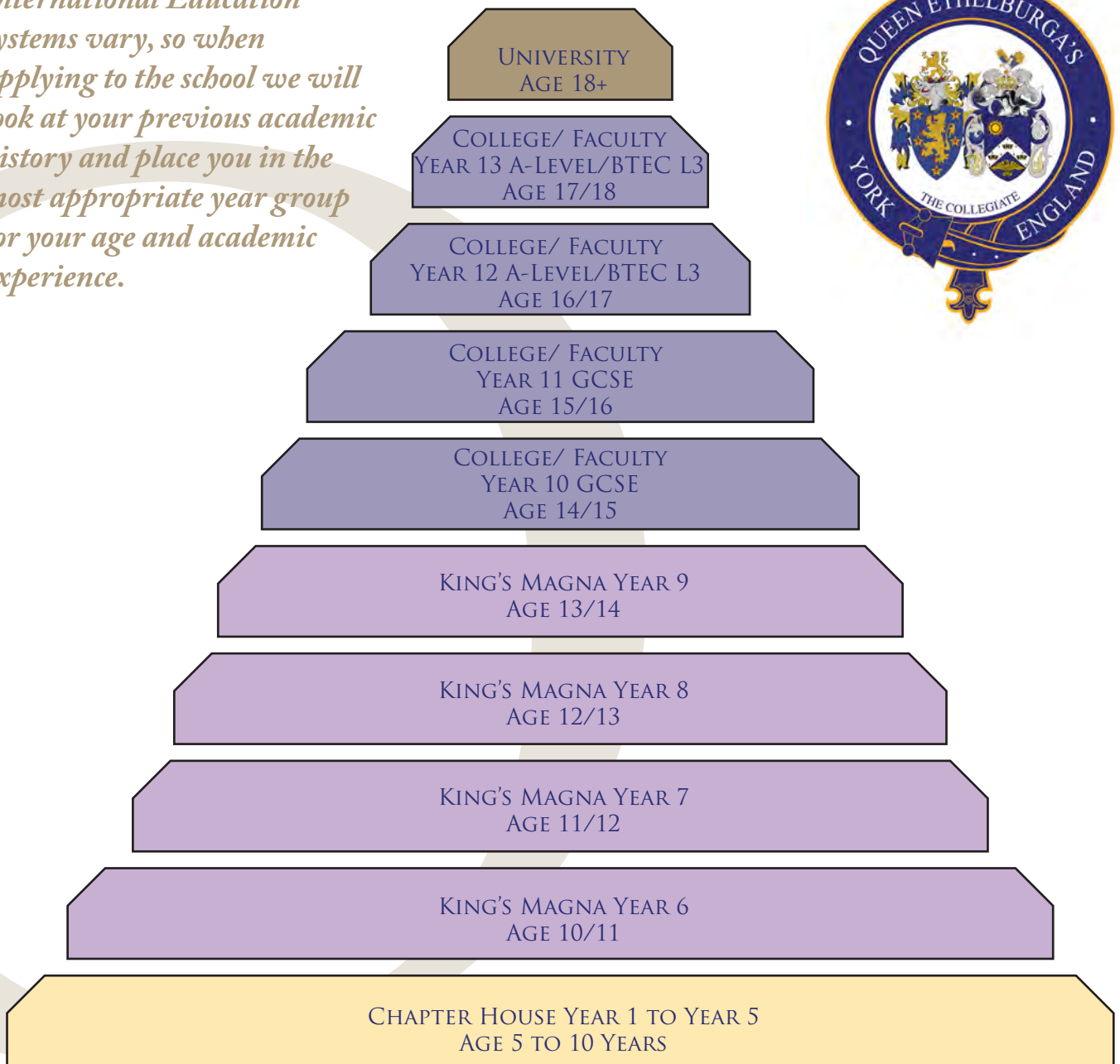
**Key Stage 2** - Years 3 to 6 - for pupils aged between 8 and 11 years old

**Key Stage 3** - Years 7 to 9 - for pupils aged between 12 and 14 years old

**Key Stage 4** - Years 10 to 11 - for pupils aged between 15 and 16 years old, and

**Key Stage 5** - Years 12 to 13 - for pupils aged between 17 and 18 years old

*International Education systems vary, so when applying to the school we will look at your previous academic history and place you in the most appropriate year group for your age and academic experience.*







## CHAPTER HOUSE

*Our aim is to provide the most supportive learning environment for each pupil, so that individuals develop the skills and knowledge they need to thrive and are fully prepared for the challenges and opportunities in the next stage of their education.*

*We are focused on encouraging every one of our pupils to achieve their full potential, whatever their talents and abilities, and we pride ourselves on enabling our children to become confident, productive and enthusiastic members of the Collegiate community.*

*Head of Chapter House, Karen Kilkenny*





## *Chapter House (ages 5 – 10)*

Chapter House is a lively and engaging school with a real family atmosphere. It has received the Early Years Quality Mark accreditation for our excellent literacy, numeracy and science teaching, and has been shortlisted for Independent Prep School of the Year.

Staff are focused on equipping children with the means to learn, explore and develop ideas. Children are given a strong foundation in the core subjects, in a happy, active, fun and safe learning environment. They are also exposed to a wider range of subjects in which they can develop creative and practical abilities to complement their academic work, develop their confidence and nurture their enjoyment of learning.

A good number of educational visits and visitors are arranged, designed to capture the pupils' imaginations and stimulate their interest in the world around them. Children leave Chapter House and move into King's Magna as independent learners, with a strong grounding in key subjects, ready for the exciting challenges ahead of them.

Our innovative curriculum supports our students in their aim to achieve the highest possible academic standards. Differentiation provides all of our learners, including our most able, with the opportunity to work towards demanding yet achievable academic targets; personalising the provision for each individual student to meet their needs.

Languages are started earlier than in many independent schools, with all students taking French and Mandarin lessons from the age of six. Students joining us from overseas are provided with the opportunity to continue lessons in their own native language, where staffing makes this possible, through use of our existing staff or external paid-for tutors. In today's world, the acquisition of more than one language is essential and we see this as a priority for our students from an early age.

Technology also plays a part in supporting learning, with our curriculum providing dedicated lessons in computing and coding skills. Technology is not used for its own sake, but to improve the learning and efficiency of our students so that they can take advantage of the benefits that it brings. All of our Chapter House classrooms are equipped with state of the art Promethean interactive

boards and children also have access to iPads and a dedicated computer suite.

At this age, the development of core skills is always the most important area of the curriculum, and for this reason we set aside a large amount of time during the week to improve skills in reading, writing and numeracy. Frequent assessments allow us to target areas where our students require further support and practice. The lessons are reviewed constantly to ensure that they are focusing on the areas of greatest need for each of our individual students, to ensure they can achieve the highest possible standards.







The use of project work in humanities, art and design technology supports our students in understanding the value of these subjects in real life, through practical examples and practical achievements when working through the relevant topic. Music, sport and languages are taught by specialist senior QE staff.

All of the above is designed to meet our aim of ensuring that our Chapter House students transfer into King's Magna with a love for learning, having achieved high academic standards and developing a strong foundation for future study. It is for this reason that our Chapter House students are amongst our most successful students many years later, when they complete their sixth form qualifications and move on to some of the very best universities.

### *Super-Curricular*

Students are encouraged to develop their knowledge and understanding of topics beyond the curriculum, through enquiry, independent interest and self-motivation. Technology plays a part in supporting students to learn about areas of interest during their free time, through managed use of the Internet; the Chapter House library provides opportunities for students to read about topics that they have begun learning about in the classroom. Practical projects during enrichment and co-curricular activities allow students to select opportunities to develop their knowledge and skills further, with the support of their teachers and houseparents.

All this provides the foundation for a lifetime of super-curricular learning, providing students with the skills and ability to develop their interest in the subjects that they have most enjoyed learning about in the classroom.

By the time they reach their university interviews and are asked to explain why they are interested in their chosen university course, and what they have

learnt about it, their preparation is well established, and this contributes to our outstanding success with university applications in the sixth form.

### *Transition*

Our students end Year 5 as confident, independent, articulate young people, with the academic skills necessary to succeed at a high level in our middle school, King's Magna. End of Year 5 assessments provide our students, parents and teachers with a strong understanding of the progress made during Chapter House, and the foundations established for the start of Year 6.

We expect all of our Chapter House students to work towards aspirational academic targets. Given our small class sizes, highly qualified teachers and motivated students, we aim for the majority of students joining King's Magna to have worked towards achieving grades which are above those expected for their age. However, success is not target driven, and we expect our students to equally value the development of wider academic and co-curricular skills. Invariably our students rise to this challenge and they begin Year 6 with a strong foundation for further success.

### *Careers*

Whilst Chapter House students are some years away from planning their future careers, it is never too early to start laying the foundations to enable them to understand the importance of study, hard work and self-motivation. Visiting speakers work with our Chapter House students to explain how they achieved success in areas as diverse as manufacturing, public services, media, engineering, healthcare, education, retail and management. These real-life examples provide motivation and focus for our students, giving them ideas and helping to form their future aims.

Many eminent figures in the world cite the examples given to them at school as inspiration for their success, and it is this that we seek to emulate in the hope that our current Chapter House students will form our future leaders, scientists, entrepreneurs and public figures in tomorrow's world.









## KING'S MAGNA

*For young people beginning their journey towards teenage years, King's Magna offers a supportive and vibrant environment in which to grow. As they progress through the school, students are encouraged to become more independent, academically and socially, making sure that, by the time they move on to the College or the Faculty, they are fully equipped for GCSEs and the many challenges beyond.*

*Head of King's Magna, Joseph Birchall*



## King's Magna (ages 10 -14)

King's Magna has high aspirations for all the students who join us, and, through providing specialist teachers in all subject areas, our curriculum is designed to stretch and challenge our students to achieve at the highest possible level.

All major subject areas are included in our curriculum, with a key focus given to developing reading, writing and numeracy skills but with equal weighting given to developing skills across the full range of options available at this age. We develop higher order thinking skills to analyse, evaluate and create new ideas, by having small group sizes in all classes and providing a superb learning environment. This ensures students make outstanding progress and are stretched to reach and exceed their aspirational targets.

The early years of King's Magna focus on providing a broad range of subjects where students complete a range of courses in English, mathematics, science, history, geography, modern foreign languages, computer science and the creative arts, which include art, music, drama and design technology. All students take classes in personal development and physical education is also deemed an important part of the curriculum. The later years provide greater opportunity for specialism, initially in terms of modern foreign languages and later, in Year 9, with a suite of options which allow students to choose subjects to study in detail, in order to improve outstanding skills in preparation for GCSE, while still maintaining a broad and balanced curriculum.

Within King's Magna we have many students who have achieved testing scores which place them in the gifted, talented and/or able category, and these students are tracked and targeted with an extensive range of enrichment opportunities.

All of the above is supported by our graduate team of teaching and peripatetic staff, as well as our exceptional facilities; these are staffed during evenings and weekends to support our King's Magna students in achieving the very highest standards. Our aim is to ensure that all of our King's Magna students receive an exceptional level of preparation in the run up to the all important GCSE years in our two senior schools, the Faculty and the College.

## Super Curricular

Super curricular provision in King's Magna is very much focused on providing practical opportunities for students to develop their knowledge beyond the classroom curriculum. Given the strong ability profile of many of our students, our provision is correspondingly challenging and demanding.

In classroom subjects, we bring in visiting speakers and take our students on trips to further their practical understanding of their areas of interest. For example, in History we enjoy visits to local museums such as Eden Camp, where the students experience the life and times of 1940's Britain first hand. The Geography field trips to the Yorkshire Dales and Coast allow students to practise the practical skills that they need to not only understand this subject but to apply it to real life situations. In English there are visits to the theatre throughout the year and students are given the opportunity to witness the genre of drama as it should be taught.

We have many students who demonstrate very high levels of creativity in the arts and in addition to the music, art and drama lessons in the curriculum there are opportunities to take part in one of our music groups or take private music or drama lessons with our highly talented peripatetic teachers. Our very own King's Theatre plays host to a range of performances during the year and students enjoy taking part in House Music and Drama competitions. Another favourite is House Poetry, a popular opportunity for students to challenge themselves to exhibit the very best skills in writing and performing poetry. The students are visited by a poet each year who focuses on developing their poetry writing skills and allows them to discuss their writing style with an expert in the field.

Our enrichment options during the week provide the opportunity for our students to gain further skills in leadership, creativity, health and exercise, community and culture. With approximately one hundred co-curricular activities each week this impressive programme enables students to challenge themselves in a way that very few other schools offer.





To enrich the writing of our students we enter a national short story competition; this has proved so successful that examples of our students' work has been published in several volumes of short stories celebrating the best entries of the competition. We also enter our most able writers into the ISA National Essay Competition for Independent Schools and can boast a recent winner of the competition.

We take every opportunity to celebrate high levels of academic ability and reward academic achievements. Examples of these are the whole school times-tables challenge which runs throughout the year, where the students compete to achieve the highest results possible for their house; while our strongest mathematicians have achieved excellent successes in both the National Junior and Intermediate Mathematics Challenges. Meanwhile our computer science students have also been highly successful in the Bebras Computational Thinking Challenge.

We also enrich our curriculum through our curriculum weeks. In these weeks we celebrate a topic across the school. This year we will be enjoying a Healthy Lifestyles Week, International Week and Shakespeare Week to name but a few. In Shakespeare Week the school will welcome a national theatre company into the school for a week so that the students can be part of a professional performance; they have the chance to show their own knowledge and to learn more about Shakespeare in practice.

All of this provision allows the students to engage with the subjects they love, beyond the curriculum.

### **Transition**

Our students end Year 9 having made choices which will influence their future opportunities and success. Whilst some students will have opted for a strong all round education; others will have developed skills

in particular specialisms such as languages, science or the arts, which will provide them with a strong foundation for GCSE study and beyond.

We aim for all of our students to join the College or the Faculty with the skills that they need to achieve success in both their core and optional subjects.

By the end of Year 9, assessments are taken which provide the senior school staff with a basis for further tracking and monitoring, allowing our teachers to support our students in choosing GCSE subjects and joining sets which allow them to achieve at the highest possible level. New students entering the Collegiate at the end of Year 9 or beginning of Year 10 provide the opportunity for our existing students to benchmark themselves against students from some of the very best educational systems in other countries, and this gives them a good understanding of what must be achieved in the coming years if they are to achieve success.

### **Able, Gifted and Talented**

In King's Magna, our academic programme ensures that we stretch and challenge our gifted, talented and able students.

In Year Six we have a programme of study that provides focused time within the curriculum to stretch our students to the maximum of their

capabilities and enrich the academic experience that they receive in lessons, particularly with regards to reading, writing and numeracy. Targeted and personalised support challenges our students as they move towards their examinations at the end of the year.

In Years 7 to 9, our students begin to specialise in areas of skill and interest, extending their knowledge in some academic areas to a high level, whilst continuing to broaden their understanding of other areas of the curriculum. This supports our gifted, talented and able students by allowing them to develop skills in specific areas whilst always recognising the value of a broader education.

The four years that our students spend studying in King's Magna are crucial in providing a strong foundation for GCSE and A Level study. Many of our gifted, talented and able students go on to achieve great success in the careers of engineering, enterprise, politics and finance; to name but a few. The interest and skills developed for our most able students during King's Magna is essential in ensuring this level of success.





# THE CURRICULUM

## CHAPTER HOUSE AND KING'S MAGNA

Students up to the end of Year 9 study a varied curriculum, designed to provide a strong foundation for academic study in later years, as well as the study skills and independent learning skills required to make a success of higher level senior school education. Lessons are topic led in Chapter House, covering a variety of subject areas through studying historical events, scientific discoveries, geographical locations and technological innovations. In Year 6 and 7 (King's Magna), lessons become more subject driven, following a traditional yet broad curriculum using specialist facilities shared with the older students.

*English* - including speaking, listening, reading, spelling, punctuation and grammar

*English as an Additional Language* - lessons are also provided for those students who require short term support to improve one or more of the skills listed above

*Mathematics ,Biology, Music ,Physics, History ,Design Technology, French, Performing Arts, Mandarin, Physical Education, Art and Design, German (From Year 6), Computing, Spanish (from Year 6), Personal Development, Chemistry, Geography, Business (from Year 9)*

## ENTRY REQUIREMENTS

### CHAPTER HOUSE AND KING'S MAGNA

International students applying to join Chapter House and King's Magna are assessed on the basis of their school reports, an English test administered by their agent, a CAT4 assessment, a resume produced by the student under the supervision of their agent, and a Skype or face to face interview.

School reports and the CAT4 assessment are used to measure ability levels. We have a good understanding of the grading used in different educational systems. The Skype interview, the resume and the English test are used to gain an insight into each student's comprehension and understanding of English. In Year 6 and below, we expect students to have an understanding of what their teachers are asking them to do, to be able to write basic sentences and to be able to converse with their peers.

In Years 7 to 9, we have the following minimum requirements:

*Year 7 – IELTS 3.5*

*Year 8 – IELTS 4.0*

*Year 9 – IELTS 4.5*

This level is assessed through our English test, the resume and the Skype interview.

# SPECIALIST COURSES

## CHAPTER HOUSE AND KING'S MAGNA

We offer some specialist courses in Chapter House and King's Magna schools for international students who need to focus on their level of English. The idea behind these courses is to give a student a chance to develop their English skills before going into the mainstream curriculum the following academic year. By offering these courses it usually means a student can progress into the next year group without having to repeat an extra year of study.

Details of these courses can be found on the next few pages of this guide.





# YEAR 8 PREPARATION COURSE IN ACADEMIC ENGLISH

*Age: 12/13 years old*

IELTS: 3.5 or higher, or the equivalent in our Collegiate Entry Test

## *Entry Requirements:*

Strong grades in Year 7 (UK system) or the equivalent in a student's home country, and a proven record of effort in academic subjects.

This one year course suits academically able students who wish to develop their English in order to give them a strong foundation upon which to build their future academic studies within the English educational system. This course offers students the opportunity to intensively study English for one year whilst completing a range of subjects that mirror the English Key Stage Three curriculum alongside this. This will then allow them to access the full range of courses offered in Year 9 once they are confident in their ability to study in their second language.

Students who choose to study on this program will study predominantly English but also the following subjects:

*Mathematics*

*Science*

*Physical Education*

*Personal Development*

Note: other subjects are also available

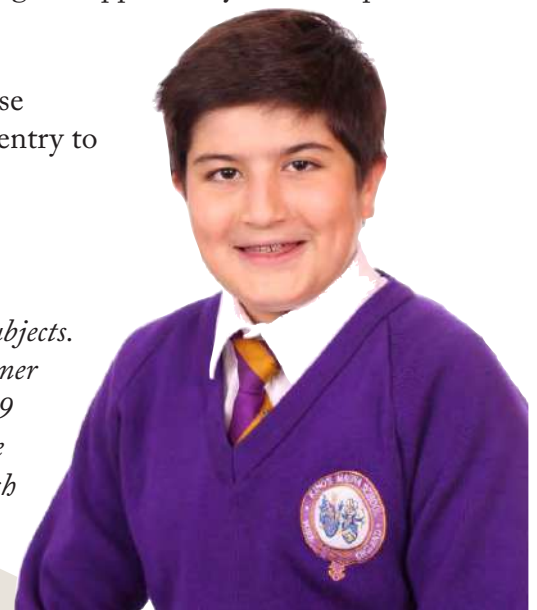
Further to these subjects, the course also offers students the opportunity to complete their KET, PET or FCE qualifications depending on their level of ability.

Where possible, with the exception of the English classes, subjects are taught in mixed groups with British students, enriching the experience for international students by providing the opportunity to develop their English skills further through interaction with native English speakers.

As this is a unique opportunity to experience an intensive English course alongside an experience of the traditional Key Stage Three curriculum, entry to this programme is very competitive and places are strictly limited.

## *Demirkan*

*He enjoyed the EAL support provided in Year 8 alongside a range of other subjects. This led to him to achieving a Pass in his PET examination during the summer term. After a successful completion of Year 8, Demirkan progressed into Year 9 with the same options available to him as the native English speakers. In the autumn term of Year 9 he assessed at a CEFR level B1 for his overall English competency and studied English as 1st language, alongside the domestic UK students. He particularly enjoyed science and studying Spanish as a second language.*



# YEAR 9 PREPARATION COURSE IN ACADEMIC ENGLISH

*Age: 13/14 years old*

IELTS: 4.0 or higher, or the equivalent in our Collegiate Entry Test

## *Entry Requirements:*

Strong grades in Year 8 (UK system) or the equivalent in a student's home country, and a proven record of effort in academic subjects.

This one year course suits academically able students who wish to develop their English in order to give them a strong foundation upon which to build their future academic careers within the English educational system. This course offers students the opportunity to intensively study English for one year whilst completing a range of subjects that mirror the English Key Stage Three curriculum. Successful completion of this year will allow them to progress on to a wider variety of GCSE and BTEC courses in Year 10 with improved competency in English, which should lead to increased success.

Students who choose to study on this program will study predominantly English but also the following subjects:

*Mathematics*

*Science*

*Physical Education*

*Personal Development*

Note: other subjects are also available

Further to these subjects the course also offers students the opportunity to complete their KET, PET or FCE qualifications, depending on their level of ability.

Where possible, with the exception of the English classes, subjects are taught in mixed groups with British students, enriching the experience for international students by providing the opportunity to develop their English skills further through interaction with native English speakers.

As this is a unique opportunity to experience an intensive English course alongside an experience of the traditional Key Stage 3 curriculum, entry to this programme is very competitive and places are strictly limited.

## *Kanyawee (June)*

*June enjoyed EAL support throughout Year 9 in King's Magna. These lessons enabled her to improve her English competency and CEFR level. Alongside EAL lessons, June continued to improve her assessment results across other subjects. Correspondingly, this enabled her to meet the Faculty entry requirements and she has now progressed into Year 10 with the same options available to her as the native English speakers.*







## THE FACULTY OF QUEEN ETHELBURGA'S

*The Faculty caters for students with a wide variety of talents and abilities, and helps them to achieve highly in a range of courses. We recognise and celebrate students' successes in their academic and vocational courses, their creative, artistic and musical skills, and their sporting achievements. Our varied, interesting and individual programmes of study ensure that all students are supported to fulfil their diverse ambitions and prepare them for higher education and employment.*

*Head of the Faculty, Lauren Blakeley*



Students in the Faculty follow a varied and bespoke programme of learning which provides a high-quality education. The flexibility of the curriculum allows students to follow an academic route, more creative and vocational options, or a combination of both. The mainstream curriculum in the Faculty comprises GCSE, A Level and a range of BTEC courses in both Key Stages 4 and 5. These provide a broad, stimulating and challenging range of qualifications that cater for the needs of each individual.

Throughout their studies all students have access to a strong network of pastoral and academic support including Tutors, Heads of Year and Academic Learning Mentors. Students are taught responsibility and resilience, and challenged to achieve at the highest level.

The majority of Faculty students move on to university and specialist courses at high ranking institutions both in the UK and abroad. Popular destinations include the colleges of London University, Warwick, Exeter, and Durham, and overseas at Swiss, French and US universities. Students in the Faculty are also offered sports scholarships in the USA and some also move into professional sport contracts.

Due to the breadth of skills and abilities in the Faculty, students choose to study a wide range of subjects or, in a smaller number of cases, move straight into employment having secured apprenticeships. The Careers Department provides extensive support for all students and staff are experienced in all progression routes, to support each student as they follow their individual educational journey and into their chosen career pathway.

Beyond the classroom, enrichment provision is varied, including General Studies in Year 12 and the optional Extended Project Qualification. The co-curricular programme is extensive and there are many educational visits and residential trips on offer, such that students can experience aspects of life and education beyond the school campus. Students are given the opportunity to develop and demonstrate leadership skills and contribute to the wider QE community through Peer Mentoring, within Prefect roles, through many outreach and charitable activities and as members of the various school councils.

The Faculty is very proud of its students and the young adults they become. Faculty students enjoy great success in their sporting, creative, and academic endeavours. They leave us ready to face the challenges and opportunities ahead as confident, mature and well-rounded citizens, with very bright futures.

### *Academic Life*

The Faculty offers a personalised pathway of academic study designed to enable students to progress towards higher education or employment. Our innovative curriculum enables students to study towards GCSEs, A Levels, BTECs, or a combination of these subjects, providing students with the flexibility to build their own curriculum around their individual interests and career ambitions.

Our team of staff work hard to develop students so that they can achieve their full potential during their time with us. We track student progress regularly and share assessment data and reports with parents to keep them fully informed of their child's academic development. Students are heavily involved in their own progress and discuss aspirational targets regularly with their teachers and form tutor. Our Heads of Year have overall responsibility for the progress of students and they are the members of staff who communicate with parents and provide updates.

One of the key strengths of the Faculty is the level of specialist academic support offered to students. Students receive guidance from their teachers in lessons and optional clinics. In addition, students in the Faculty can access specialist support from a team of Academic Mentors who work with individual learners to help them achieve their potential. They are on site early every morning so can even provide guidance before lessons commence. EAL learners have lessons in English so that they achieve their full potential across their subjects and the department prepares them for IELTS lessons so that they can reach the level needed for university study.

In the evenings, students are expected to spend time at home or in the boarding house doing prep, which provides an opportunity for extension work and consolidation. Independent learning is crucial to success at Key Stage 4 and 5 and it is great preparation for university life.



# ENTRY REQUIREMENTS AND COURSES FOR THE FACULTY

International students applying to join the Faculty are assessed on the basis of their school reports, an English test administered by their agent, a resume produced by the student under the supervision of their agent, and a Skype or face to face interview.

Students will also be required to sit a CAT4 (Cognitive Ability Test) assessment as part of their application.

CAT4 tests are used to identify students in terms of ability and results of this test will be taken into consideration during the application procedure.

Verbal, non verbal, quantitative, and spatial SAS scores are used for assessment.

We have a good understanding of the grading used in different educational systems and school reports are used in conjunction with the CAT4 assessment.

The Skype interview, the resume and the English test are used to gain an insight into each student's comprehension and understanding of English.

*We have the following minimum requirements:*

*Two Term Foundation Course - Year 10 - January Intake*

IELTS: 4.0 or higher or the equivalent in our Collegiate Entry Test

*Two Term Foundation Course - Year 11 - January Intake*

IELTS: 4.5 or higher or the equivalent in our Collegiate Entry Test

*Two Term Foundation Course - Year 12 - January Intake*

IELTS: 4.5 or higher or the equivalent in our Collegiate Entry Test

*Three Term Foundation Course - Year 10 - September Intake*

IELTS: 4.0 or higher or the equivalent in our Collegiate Entry Test

*Three Term Foundation Course - Year 11 - September Intake*

IELTS: 4.5 or higher or the equivalent in our Collegiate Entry Test

*Three Term Foundation Course - Year 12 - September Intake*

IELTS: 4.5 or higher or the equivalent in our Collegiate Entry Test

*Two Year GCSE Course - Year 10*

IELTS: 5.0 or higher, or the equivalent in our Collegiate Entry Test

*Two Year A-Level/BTEC Course - Year 12*

IELTS: 6.0 or higher, or the equivalent in our Collegiate Entry Test



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# FACULTY FOUNDATION COURSES



## *What is a foundation course?*

It is exactly what it says in the name, it is there to provide a solid learning foundation before progressing on to the next stage in your education. The simple idea behind QE's foundation programmes is to work on an international student's level of English to the point where it is good enough to progress to the full curriculum the following academic year.

All our foundation courses are built around this very simple principle. Students who access these courses will aim to reach the required level of English during the foundation course which will then allow them to undertake a full range of GCSE, A Level or BTEC courses in their next academic year.

The big advantage is that, dependent on progress during the foundation course, students can usually expect to complete their education without doing an additional year of study, with the exception of Year 12 students who will need to rejoin Year 12 for A Level or BTEC courses the following academic year.





# FOUNDATION COURSE - YEAR 10 - FACULTY

*Age: 14/15 years old -*

IELTS: 4.0 or higher or the equivalent in our Collegiate Entry Test.

*Entry Requirements:*

Strong grades in Year 9 (UK system) or the equivalent in a student's home country.

This one year course suits academically able students who need to focus mainly on their English level, whilst continuing their studies in mathematics and other options. Students will work towards the PET/FCE and IELTS examination, whilst choosing from the following options:

*Business, Science, Art and Design, Music*

Students completing the Year 10 Foundation Course will go on to complete a One Year GCSE Course, studying GCSEs in English, mathematics, science and two other options.

# FOUNDATION COURSE - YEAR 11 – FACULTY

*Age: 15/16 years old -*

IELTS: 4.5 or higher or the equivalent in our Collegiate Entry Test.

*Entry Requirements:*

Strong grades in Year 10 (UK system) or the equivalent in a student's home country.

This one year course suits academically able students who need to focus mainly on their English level, whilst continuing their studies in mathematics and other options. Students will work towards the PET/FCE and IELTS examination, whilst choosing from the following options:

*Business, Science, Art and Design, Music*

Students completing the Year 11 Foundation Course will join Year 12 in either the College or the Faculty, completing a range of A Level and/or BTEC options.

## *Steven*

*Steven achieved excellent academic scores in our baseline tests when applying to the school, but realised he would benefit from the extensive English support offered on the Foundation Course if he was to achieve his potential. Achieving IELTS 6.0 by the end of the course allowed him to join Year 12 and he opted for a College place, studying Economics, Mathematics, Further Mathematics and Physics.*



# FOUNDATION COURSE - YEAR 12 - FACULTY

*Age: 16 years old -*

IELTS: 4.5 or higher or the equivalent in our Collegiate Entry Test.

## *Entry Requirements:*

Strong grades in Year 10/11 (UK system) or the equivalent in a student's home country.

This one year course suits academically able students who need to focus mainly on their English level, whilst continuing their studies in mathematics and other options. Students will work towards the PET/ FCE and IELTS examination, whilst choosing from the following options:

## *Business, Science, Art and Design, Music*

Students completing the Year 12 Foundation Course will repeat Year 12 in either the College or the Faculty, going on to take a full range of A Level and/or BTEC options





# TWO YEAR GCSE PROGRAMME

*Age: 14/15 years old*

IELTS: 5.0 or higher, or the equivalent in our Collegiate Entry Test

## *Entry Requirements:*

Strong grades in Year 9 (UK system) or the equivalent in a student's home country

This intensive course suits academically able students who want to choose from a wide range of GCSEs and Level 2 BTEC qualifications, taken over two years. Students on this course study the following curriculum:

**English** - Students will study GCSE English Language and some will have the opportunity to study English Literature.

**Mathematics** - All students take GCSE Mathematics and some will take GCSE Further Mathematics in Year 11.

**Science** - Most students study trilogy science at the end of Year 11. Some students may have the opportunity to study the separate sciences based on their ability.

## *Options*

Students choose three options from the list below:

*GCSE Geography, GCSE French, GCSE German, GCSE Spanish, GCSE Computer Science, GCSE Dance, GCSE Art, Craft and Design, GCSE Business Studies, GCSE History, GCSE Photography, GCSE Physical Education, GCSE Drama, GCSE Media, GCSE Statistics, GCSE Economics, GCSE Music.*

## *English as an Additional Language*

Students are taught in mixed groups with British students and students from other nationalities, set by ability.



# TWO YEAR A LEVEL AND BTEC PROGRAMME

*Age: 16/17 years old*

IELTS: 6.0 or higher, or the equivalent in our Collegiate Entry Test.

## *Entry Requirements:*

Where students are taking GCSE or IGCSE subjects before arriving in Year 12, this will have been established when the application was assessed and students should provide us with final grades before arrival. CAT4 assessments are used to establish SAS (Standardised Age Scores) across different disciplines which allow us to understand a student's ability. Verbal, non verbal, quantitative and spatial SAS scores are used for assessment.

This course suits students who want to choose from an extensive range of A Level and BTEC options, alongside a well established programme of careers and skills related enrichment opportunities. The Faculty Mentors provide well established and effective support for students, where required, to ensure that they achieve a high level of success on their chosen courses.

Students choose from the following A Level and BTEC options:

### *A Level Courses*

*3D Art / Design Technology  
Art  
Biology  
Business Studies  
Computing  
Chemistry  
Drama and Theatre Studies*

### *Economics*

*English Language  
English Literature  
French  
Further Mathematics  
German  
Geography  
History*

### *Law*

*Mathematics  
Music  
Photography  
Physics  
Psychology  
Statistics  
Spanish*

### *BTEC Courses*

*Acting  
Art  
Business  
Computing  
Criminology*

### *Dance*

*Fashion  
Media  
Music  
Photography  
Performing Arts*

### *Science*

*Sport*

### *Enrichment Options*

*EAL  
Extended Project  
Performance Sport Pathway*

*GCSE English re-sit  
GCSE Mathematics re-sit  
LAMDA  
Plus a full range of activities*

English as an Additional Language (EAL) lessons are also provided as part of the curriculum, working towards the IELTS test. Students are taught in mixed groups with British students and students from other nationalities. Students on this course are expected to achieve very high grades and will typically go on to study at a highly regarded UK or international university or begin a career related to their field of study.

Students wishing to join a prestigious university or college specialising in a particular skill, such as Art and Design or Performing Arts, are typically very successful, with recent alumni taking up places at institutions such as Central Saint Martins, Istituto Marangoni and the American Musical and Dramatic Academy in New York.





## QUEEN ETHELBURGA'S COLLEGE

*Queen Ethelburga's College offers a focused and dynamic academic curriculum. Students follow a traditional GCSE or A Level pathway alongside an exciting range of super-curricular and enrichment options. Our students are academically stretched and challenged, and encouraged to aspire to excellence. They leave us as confident, independent learners, well prepared to succeed in higher education and their future careers.*

*Head of College, Steven Turner*







The College welcomes students from Years 10 to 13. College students are expected to be strongly self-motivated and have a pro-active approach to their studies. They take responsibility for their learning and have the academic ability to succeed on the traditional GCSE or A Level curriculum, following a demanding study programme.

Our students are highly aspirational, aiming for the highest grades in all their subjects, and challenging themselves to apply to the best universities. All students at Queen Ethelburga's Collegiate benefit from a well-resourced and experienced Careers Department who can offer advice and guidance at all stages of a student's education. Students in the College are well supported in their university applications and enjoy great success in achieving places at prestigious universities in the UK and beyond, such as Oxford, Cambridge, Imperial College London and those in the Russell Group.

Life in the College is demanding, yet exceptionally rewarding, for those students who are determined to rise to the challenge. Enrichment options allow students to broaden and deepen their knowledge in areas of interest and give a challenging and stimulating experience. Some of these lead to additional qualifications such as the Extended

Project Qualification, highly prized by universities and helping to build on students' independence and research skills. Students in Years 12 and 13 can benefit from super-curricular courses in subjects such as medicine and law, to extend them beyond the curriculum and develop a greater knowledge of, and interest in, fascinating and rewarding subject areas.

Benefiting from excellent teaching and facilities, students are able to achieve outstanding results, whilst taking full advantage of all the opportunities that you would expect in a day and boarding school, including a huge range of music, drama, sporting and co-curricular activities. Students also have many opportunities to develop and demonstrate leadership skills and contribute to the community, with roles as Prefects, Peer Mentors and as members of the various school councils.

The College is a diverse community made up of students from all walks of life. It is fully representative of the world today and helps to create a stimulating, enjoyable and caring community in which they can thrive.



# TWO YEAR GCSE PROGRAMME

*Age: 14/15 years old*

IELTS: 5.5 or higher, or the equivalent in our Collegiate Entry Test

## *Entry Requirements:*

Strong grades in Year 9 (UK system) or the equivalent in a student's home country

This intensive course suits academically able students who want to complete a traditional range of GCSEs, with the opportunity to fast track subjects and complete additional qualifications. Students on this course study the following curriculum:

**English** - All students take GCSE English Language at the end of Year 11 with those capable of achieving a high grade also taking English Literature.

**Mathematics** – This is a one year course for the more able students, followed by GCSE Further Mathematics in Year 11. Some students will take both GCSEs at the end of Year 11 whilst others will take GCSE Mathematics over two years.

**Science** – All students study general science during Year 10. Students with a strong performance in the end of Year 10 may opt to study the separate GCSE sciences of Biology, Chemistry and Physics, taken at the end of Year 11. All remaining students complete Trilogy Science, equivalent to 2 GCSEs, at the end of year 11.

## *Options*

Students will take between two and five optional GCSEs by the end of Year 11. Students select 2 GCSE options in Year 10 with the intention of sitting these examinations at the end of the year, aiming for grade 7s. Those that are successful will then choose a further 2 GCSEs to study in Year 11. Those with a first language other than English may also be able to take a further GCSE in this subject.

There is a full range of GCSE subjects available including those in the sciences, social sciences, languages and creative arts. These are organised into career pathways to accommodate those students with particular careers in mind but it is not essential to follow these pathways. Students are also able to ensure a real breadth to their choices.

Students are taught in mixed groups with British students and students from other nationalities and are setted in the core subjects by ability. Students on this course are expected to achieve very high grades and will typically go on to study A Levels in the College.



# YEAR 11 ONE YEAR GCSE PROGRAMME

*Age: 15/16 years old*

IELTS: 5.5 or higher, or the equivalent in our Collegiate Entry Test

## *Entry Requirements:*

Strong grades in Year 10 (UK system) or the equivalent in a student's home country  
This intensive course suits academically able students who want to complete a broad education at an accelerated pace.

Students on this course take seven GCSEs from the following subjects:

*GCSE English Language (possibility of English Literature)*

*GCSE Biology, Chemistry or Physics*

*GCSE Mathematics/Further Mathematics*

International students can also be entered for GCSE Chinese or Russian

## *Options:*

*3D Art and Design, Art, Computer Science, Craft and Design, Business Studies, Economics, French, Geography, German, History, Music, Photography, Psychology, Spanish, Statistics*

Students also follow non-examined courses in personal development and physical education.

Where possible, these GCSEs are taught in mixed groups with British Year 10 and 11 students, enriching the experience for international students by providing the opportunity to develop their English skills further through interaction with native English speakers. As one of the most demanding courses offered at Queen Ethelburga's College, entry to this programme is very competitive and places are strictly limited.

Students on this course are expected to achieve very high grades and will typically go on to study A Levels in the College.







## YEAR 11 SIXTH FORM PREPARATION COURSE

*Age: 14/15 years old*

IELTS: 5.5 or higher, or the equivalent in our Collegiate Entry Test

### *Entry Requirements:*

Strong grades in Year 10 (UK system) or the equivalent in a student's home country.

This one-year course suits academically able students who have previous experience of studying GCSE level work, but who wish to strengthen their skills in English to ensure greater success in their Sixth Form studies. This course offers students the opportunity to intensively study English for one year whilst completing core GCSEs, this will then allow them to progress into the Sixth Form after one year to study A Level or BTEC qualifications.

Students who choose to follow this program will study the following subjects:

*Cambridge First Certificate in English*  
*GCSE Biology, Chemistry or Physics*  
*GCSE Mathematics/Further Mathematics*

Students also follow non-examined courses in personal development and physical education.

Further to these qualifications, the course also offers students the opportunity to complete their IELTS qualification during the academic year to further support their study of English.

Where possible, subjects are taught in mixed groups with British students, enriching the experience for international students by providing the opportunity to develop their English skills further through interaction with native English speakers.

# YEAR 12 SIXTH FORM PREPARATION COURSE

*Age: 16 years old*

IELTS: 5.5 or higher, or the equivalent in our Collegiate Entry Test

## *Entry Requirements:*

Strong grades in Key Stage 4 (UK system) or the equivalent in a student's home country, and a proven exceptionally high level of ability in one or more academic areas.

This one-year course suits academically able students who have previous experience of studying GCSE level work, but who wish to strengthen their skills in English to ensure greater success in their Sixth Form studies. This course offers students the opportunity to intensively study English for one year whilst completing core GCSEs, this will then allow them to continue in the Sixth Form and progress to study A Level or BTEC qualifications.

Students who choose to follow this program will study the following subjects:

*Cambridge First Certificate in English*  
*GCSE Biology, Chemistry or Physics*  
*GCSE Mathematics/Further Mathematics*

Students also follow non-examined courses in personal development and physical education.

Further to these qualifications, the course also offers students the opportunity to complete their IELTS qualification during the academic year to further support their study of English.

Where possible, subjects are taught in mixed groups with British students, enriching the experience for international students by providing the opportunity to develop their English skills further through interaction with native English speakers.





# TWO YEAR A LEVEL

*Age: 16/17 years old*

IELTS: 6.0 or higher, or the equivalent in our Collegiate Entry Test

## *Entry Requirements:*

Students are expected to have performed well on the CAT4 entry assessments, scoring in the 60th percentile or above on the non verbal, quantitative, and spatial elements of the test.

School reports should show a positive and consistently strong approach to learning. Where students are taking GCSE or IGCSE examinations, grades should be good across all subjects with grades of A or 7 in any subject a student wishes to study at A Level.

This intensive and demanding course suits academically able students who wish to follow a traditional four A Level programme, choosing from:

*3D Art / Design Technology*

*Art*

*Biology*

*Business Studies*

*Computing*

*Chemistry*

*Drama and Theatre Studies*

*Economics*

*English Language*

*English Literature*

*French*

*Further Mathematics*

*German*

*Geography*

*History*

*Law*

*Mathematics*

*Music*

*Photography*

*Physics*

*Psychology*

*Statistics*

*Spanish*

English as an Additional Language lessons (EAL) are also provided as part of the curriculum with students working towards taking the IELTS test.

Students are taught in mixed groups with British students and those from other nationalities. Students on this course are expected to achieve very high grades and will typically go on to study at a highly regarded UK or international university.







# GENERAL STUDIES AND SUPER-CURRICULAR OPPORTUNITIES

The competition for university places at the best institutions is now more intense than ever. Students must demonstrate that they have an interest in their chosen subjects beyond the curriculum and that their knowledge stretches outside the confines of the syllabus.

At Queen Ethelburga's, we give our students a competitive edge within the curriculum through our super-curricular options and general studies course.

Alongside their academic subjects, students select one super-curricular option in Year 12 and attend a general studies session once a week. These are essential additions for university preparation and provide an insight into the world of work.

## *General Studies*

Our General Studies programme provides subject specific UCAS preparation and talks from professionals who have succeeded in their chosen field.

Recent guest speakers have included; Imperial College London, King's College London, London School of Economics, University of Central London, Oxbridge, Newcastle University, STEM Leeds, Nestlé, National Citizens Service, Gap Year Services, and Student Finance representatives.

In addition, we have speakers who come into school to deliver some essential information to students such as study skills, identity theft, faith tolerance, safe driving, self-motivation, democracy, voting and elections. Our medical team also guide students on mental/physical health and wellbeing.

## *Super-Curricular Courses and Extended Project Qualifications*

Within both the College and Faculty, students are asked to select one or more of these options to supplement their academic program of study. Universities are increasingly looking for students who can demonstrate a breadth of experience and interest, and ones who can demonstrate a wide range of interpersonal and study skills.

Most students choose a course which is linked to the subject that they are likely to study at university. These are designed to strengthen a student's university application, prepare them for future careers and help them to develop new and existing skills. There are many different courses including: medicine, veterinary science, ethics, debating, public speaking and STEM.





### *Ethics, Debating and Public Speaking*

By undertaking this course students will further develop their communication skills. By discussing current affairs, developing opinions and debating controversial issues students will also build confidence, knowledge and team work skills.

This course is ideal for those students who will have to undertake public speaking as part of their future academic study or career. All students, however, will benefit from a course which helps to develop confidence when giving presentations and when attending interviews.

### *Law Super-Curricular*

During this course students will be introduced to a variety of law-based concepts and given the opportunity to explore them in depth. The course will begin by introducing the English legal system and the common terminology used so that students have a solid foundation upon which to build. They will then study issues such as sentencing of offenders, the role of lay people within the criminal system, negotiation skills and international law.

In addition, a series of topical and controversial issues will be researched and discussed. This course will not only introduce students to the study of law, but will assist them with key skills such as research, critical thinking and communication. They will also be informed about careers within the law in order to help them with their future plans.

The course will also help to prepare students to take LNAT qualifications for law courses at university.



### *Examples of Courses offered are:*

#### *Engineering*

On this course students will develop their design and manufacturing skills while exploring possibilities for innovative new products. Using state-of-the-art Computer Aided Design (CAD) software and Computer Aided Manufacturing (CAM) machinery, students will investigate real world problems and use their creative skills to generate a range of solutions.

Students will create working prototypes through drawing and modelling, and will learn about copyright, patents and how they could take their ideas to market through investments and crowdfunding such as Kickstarter.

This course is an ideal companion to Business Studies, Art and Design Technology as well as supporting the ethos of STEAM. This course will enhance your studies and provide a range of skills necessary for careers such as architecture, product design and engineering.

You will have the freedom to explore your creative side without time constraints or examination, and will help you develop and consolidate the three most important skills for the future workforce: critical thinking, problem solving and creativity.



# GENERAL STUDIES AND SUPER-CURRICULAR COURSES CONTINUED

## *Medicine and Veterinary Medicine Super-Curricular*

This course allows students who wish to become doctors, vets and allied health professionals to explore and debate current medical issues, research university courses and develop interview skills.

External speakers and health professionals visit to discuss topical issues, and students can debate current and ethical concerns in medicine. Students are also actively encouraged to obtain work experience and develop their research, presentation and teaching skills.

The students will have the opportunity to gain a certificate in first aid and experience being a medical student at university for the day. Students interested in veterinary science will have the opportunity to carry out small animal dissections.

Students will also develop skills in their BMAT and UCAT exams. By the end of the course, students will have a portfolio of research, presentations and work experience diaries that will help them stand out at interviews.

(see following pages for more details on our Aspiring Medics provision)

## *Music*

This option allows students to develop existing instrumental and vocal skills as well as giving opportunities to try new instruments. Students regularly perform to each other within the class but may choose to perform in assemblies and concerts if they so wish.

This is a non-examined practical course for students of all musical abilities and experience who enjoy performing and composing individually or in small groups.

Students that are already proficient in one or more instruments may also choose to take additional lessons and work towards ABRSM examinations.

These attract UCAS points which can support university applications.

## *School Team Sport and Health Related Exercise*

This option takes place for one or two double lessons per week. Students should select this if they are in school sports teams or wish to use the gym for health related exercise.

## *Performance Sport*

The Performance Sport programme is a paid activity for students who compete in their sport at county level or above. It incorporates specialist coaching from our elite coaching team and can be taken in conjunction with the options for Strength and Conditioning and Recreational Sport, to allow each individual to meet their full sporting potential. Programmes are offered in athletics, basketball, cricket, football, hockey, netball, rugby and swimming.

## *Strength and Conditioning (Gym)*

Strength and Conditioning takes place in two double lessons per week. Delivered by external specialist coaches from Leeds Beckett University, it is a paid activity. Those participating will receive a bespoke and individually personalised strength and conditioning programme, with session by session monitoring and instruction. Students will also receive periodic testing to enable them to monitor their fitness gains and direct future planning to maximise the benefits to their overall health and fitness.

## *Extended Project Qualification (EPQ)*

Students working towards the EPQ learn to manage a project, carry out research and use a range of resources, develop skills, solve problems and evaluate outcomes. Following the taught section of the course, students embark on a largely self-directed project. They meet with their supervisor regularly who provides advice and guidance to support them to create a final product.

This may take the form of an artefact (eg a piece of art, computer game, etc), a production (eg a fashion show, charity event, etc) or a research-based written report. Successful completion of the EPQ not only gains UCAS points but also demonstrates to universities and employers that a candidate possesses initiative, passion and independent learning skills. An EPQ helps you stand out from other students.

### *Additional Courses*

We also offer courses in the following subjects to support students future ambitions:

#### *English GCSE*

In Year 12, the English department offers students the opportunity to (re) sit GCSE English Language which will support their university applications as well as further developing their English Language skills.

The course consists of reading and analysing a mixture of 19th Century and modern texts, and both imaginative and transactional writing. All elements are examined in two external GCSE examinations at the end of the year.

#### *Mathematics GCSE*

Students have the opportunity to (re) sit GCSE Mathematics in Year 12. This is particularly valuable for those who did not achieve their desired grade previously or for those international students that do not have a GCSE level qualification in Mathematics.

This will support their university applications as well as further developing their mathematics skills.

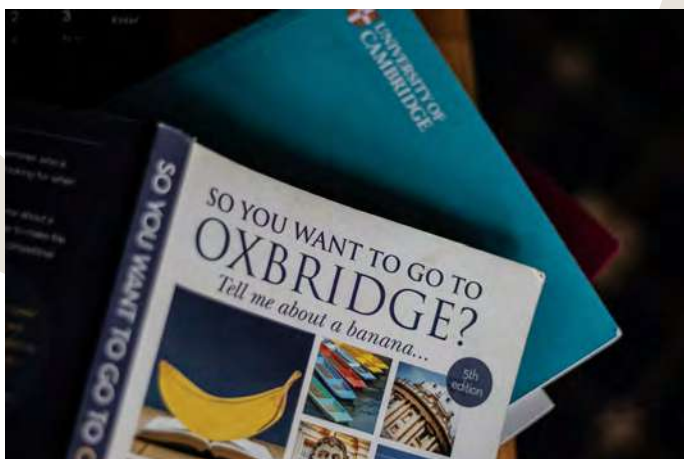
### *First Language Chinese and Russian A Level*

Chinese and Russian speaking students will select this course as one of their enrichment and super-curricular options. It will involve the study of both modern and classic literature and film in the relevant language, as well as debating current affairs and cultural issues.

Students will improve their listening, speaking, reading and writing skills, learn how to structure essays and practise their translation. They will also develop strong independent research skills. The course leads to an A Level examination at the end of the year and a valuable qualification for university.

### *University Entry IELTS*

University Entry IELTS lessons are essential for international students to prepare their English skills for university entrance. The lessons teach students how to succeed in the IELTS examination, which is required both to obtain a student visa and to show proof of English level to universities in the UK. As well as learning academic vocabulary, the lessons develop reading, writing, speaking and listening skills, giving students the ability to cope with the level of language they are likely to encounter at undergraduate level. All international students who do not already have at least a 7.0 in IELTS or a B/6 at GCSE English are expected to take IELTS lessons until they achieve this level of English.



[www.qe.org](http://www.qe.org)



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# SUPPORT FOR STUDENTS ASPIRING TO STUDY IN THE MEDICAL SECTOR

Each week, our aspiring medics have a session in their timetable to help them prepare for their application to study medicine or a profession in the Medical field, such as pharmacy, nursing, dietetics, etc.

The curriculum of this group is designed so students can develop their knowledge, skills and experiences beyond the A Level curriculum. We also assist with personal statements, interview practice and develop knowledge of current issues.

Throughout the year, students work on developing their portfolio and are then in a position to be confident about a university application.



## **The weekly sessions cover:**

*University requirements (students explore their university choices).*

*Applying for work experience, and voluntary work. UK universities expect work experience, and we offer support with this.*

*Problem based learning sessions, tutorials and lectures so students can help identify which university courses suit their learning style. These sessions also enable students to cope with unexpected tasks.*

*Research in at least three specialist areas so that they can develop their knowledge beyond the syllabus.*

*Peer on peer teaching. This provides experiences and improves skills in key areas.*

*Mini and panel interviews with personal, constructive feedback on how to improve their interview skills in a stressful, time restricted environment.*

*Preparation for the BMAT and UKCAT examinations, which many universities use as part of their selection process.*

*Guest speakers throughout the academic year from universities and the professional world, who share their knowledge and experience.*



# GIFTED AND TALENTED STUDENTS - SUCCESS STORIES

**Student Name:** Helen

**Additional Stretch and Challenge:** Super-curricular Medicine course (both following in Year 12 and leading parts of this when in Year 13) Charity committee, Senior School Prefect.

**Final grades:** A\* Chemistry A\* Biology A\* Maths

**Moving Onto:** Leicester University - Medicine

Her teachers wrote:

We are confident that Helen is destined for great things achieving A grades across the board from her AS-Levels, she has shown her dedication, intelligence and ability in her academic studies. Alongside this though she is a thoroughly nice person, always happy to offer help to staff and her fellow students. She has contributed significantly to the charitable fund raising in school, one of a group of three students raising over £1400 on jeans4genes day.

Helen has also been described as the conscience of the class in her biology lessons which does make you wonder what they might of got up to without her there!

It is not just us though that have recognise her qualities, receiving not only 2 university offers to study medicine, but an unconditional offer to study medical physiology. She is a student in great demand and well deserving of the biology prize. She has now excitedly bought her own dissecting kit in preparation for heading to Leicester to study medicine.



**Student Name:** Lulu

**Additional Stretch and Challenge:** Super-curricular Medicine course Senior Maths Challenge (Gold award), Engineering Education Scheme, Senior School Prefect.

**Final grades:** A\* Chemistry A\* Maths A\* Further Maths A\* Physics

**Moving Onto:** Cambridge University - Physics

Her teachers wrote:

Lulu is one of the most naturally gifted students we have had at QE achieving straight A's in eight of her mathematics and statistics modules in Year 12, as well as A grades in AS physics and chemistry. There is not enough time to give a detailed account of all her achievements while she has been with us, but a brief list would include being part of the engineering education scheme and winning a Gold Crest Award, taking part in many STEM competitions, writing the science blog with 450 followers, being a member of the Wiki influential teams group and being the youngest author for UCL's mathematics magazine "Chalkdust". Lulu has had a great future ahead of her and a worthy recipient of the physics prize and will be taking up a place to study mathematics at Cambridge University.





*Student Name:* Ruslan

*Year group:* Year 12 Faculty

During all these years that I have been at QE, I only gained positive experience from school and boarding. This school helped me develop as an individual and taught me how to conduct myself in such a multicultural community, which is amazing. I am sure that with such dedication from teachers and supporting staff, QE will continue to be one of the best independent schools in the country.



*Student Name:* Atyana

*Year group:* Year 13 Faculty

Queen Ethelburga's has given me a lot to succeed in my last 2 years at school to where I am now. I am really thankful for all the care and support I have received from school and now I feel ready to start a new chapter in my life. QE has a lot to offer: wide range of extra-curricular activities help to reduce stress and socialise with friends.

*Student Name:* William

*Year group:* Year 13 Faculty

William joined the Faculty Foundation Programme in 2016 with IELTS overall 5 in order to receive the intensive English support to improve his English level. As a Year 13 student he got overall 6.5 in his IELTS examination. William gained a place at Northumbria University to study Sports Management .



[facebook.com/QueenEthelburgas](https://facebook.com/QueenEthelburgas)

*Student Name:* Diana

*Year group:* Year 12 College

I have been studying at QE for 3 years now, and I can honestly say that so far the school always has been helping me to achieve what I wanted. All teachers at school are very positive, supportive and are helpful at all times.

I was only 14 years old when I came to Year 9 (King's Magna) and I had a very limited knowledge of English, therefore I was a bit scared to start studying new subjects with the people I don't know and to speak a language which I could hardly understand. Even the Drama classes, which I had dreamt about for years (Performing Art and Music have always been my passion) seemed like a nightmare at the time.

Without the support from the teachers I would not be able to do what I wanted, and I never knew I was cable of achieving what I have achieved so far. One of the people who I admire the most and who I will always remember was my Drama Teacher. For me, she always appeared as somebody more than a teacher, somebody who understood me very well. It was something special about her kindness and strictness towards her students, which encouraged us and inspired us to try something new and to achieve something what seemed unachievable. When I started doing Drama, she told me that it's going to be very hard, she said "If you want to take part in the production you have to work on your accent, if you want to achieve something bigger you must work on your pronunciation and English". From that point she started helping me, she worked with me on Saturday King's Academy Drama classes, challenged me, thus navigating me to the right direction and it worked out. So far, I have participated in about 7 school productions, including one outside of the school with professional actors and dancers (an unforgettable experience!) - it was organised by the school and I have been chosen as one of the four Drama students.

I can speak for hours of how I admire her, she influenced me in so many ways, in Music as well. However, I cannot deny the support and encouragements of other teachers. I would like to say a big thank you to those teachers who I really admire who helped develop my skills and become independent.

Two years ago, I became a Performing Art Scholar, last year I was a School Prefect and this year I'm a House Prefect and a member of Boarding Council.

All my achievements wouldn't be possible without any of those people who work in QE.

QE means so much to me and I'm very thankful for the opportunity to study at this wonderful school.



*Student Name:* Jing

*Year group:* Year 13 Faculty

Jing achieved excellent AS results, receiving A grades in all her AS examinations.

Jing has received one conditional offer from the University of Warwick for Economics and she currently has received an interview invitation from the University of Cambridge.



[twitter.com/qethelburgas](https://twitter.com/qethelburgas)



# BTEC

## LEARN MORE ABOUT THE BTEC QUALIFICATION

### *What is BTEC?*

BTECs are vocational qualifications that are offered as an equivalent to GCSEs in Key Stage 4 (Years 10-11) and equivalent to A Levels in Key Stage 5 (Years 12-13). Students on a BTEC course complete units made up of assignments, each of which provides credits towards the final grade. Some units are mandatory and some optional. There are also externally examined mandatory units.

### *How are they different from A Levels or GCSEs?*

Level 3 BTEC courses combine externally assessed theoretical content with actual practical application. The fact that the BTEC course is assessed through both examinations and coursework make it popular with universities as its structure mirrors that of university style learning. In BTEC Business, students will study actual companies, carry out mock job interviews, conduct business presentations, etc. In BTEC Sport, students will analyse actual sport performances, coach younger students and be assessed on their own sporting ability and improvements.

BTECs are designed to give students the skills they need to move on to higher education or go straight into employment. Classroom style teaching combined with project work and practical, work-related activities help to develop students' behavioural skills, which can include teamwork, creative thinking and presentation skills.

More employers and Higher Education institutions than ever before are choosing BTEC-qualified candidates for their academic and practical knowledge and skills, including Russell Group Universities where students have gone on to study Law, Business and Psychology, to name but a few, with a combination of A Level and BTEC qualifications.

### *BTEC facts and statistics*

In 2015, 1 in 4 students who got into university in the UK did so with a BTEC (UCAS report – Progression Pathways Jan 2016)

Almost 79% of BTEC students go on to receive a First or Second class degree (The outcomes associated with the BTEC route of degree level acquisition, London Economics 2013)

90% of BTEC students are employed full time after graduating (The outcomes associated with the BTEC route of degree level acquisition, London Economics 2013)

Learners who hold BTEC qualifications have high rates of progression between learning levels (Department for Business, Innovation and Skills – October 2015).

## Will the BTEC allow me to move to university?

In the UK, over 150 universities and colleges offering degree courses accept BTECs. BTEC students achieving good grades are just as sought after as students with good A Level results.

Recent graduates of Queen Ethelburga's with BTEC qualifications have gone on to study at the top universities including Durham, Manchester, UCL, King's College London, Warwick, York and many more. They have provided students with the knowledge and grades to go on to study degrees in Art, Business, Finance, Computing, Law, Psychology, Engineering, Management, etc.

### How to choose?

- The choice between BTEC and A Level, or a combination, comes down to the individual student and the way they would like to structure their Sixth Form years. Some students prefer a combination so that some of the assessment is modular coursework and examinations as part of the BTEC course, with the A-Level examinations at the end of the course. This also supports their university applications as high grades in a combination of BTEC and A Level courses shows a huge range of skills and effective ways of learning. Students who prefer modular style examination with coursework and a practical application of the theory, might prefer the BTEC route. Where students wish to specialise, they can opt to do some subjects to Extended Diploma level. This is the equivalent of 3 A Levels and can be studied in Science, Business, Sports and Performing Arts. Students can of course study a solely A Level programme if this suits their learning style and entry requirements for their chosen course.
- You should also consider the entry requirements for sixth form and university courses, as this will influence GCSE, BTEC and A Level choices. Always review the official information provided by the school and by universities. Blogs and social networking sites are unreliable as they provide advice from people who have good intentions but inevitably do not have the most up to date information available.
- Always remember that Queen Ethelburga's only offers GCSE, BTEC and A Level courses which are accepted by employers and by universities. Every university course and every employer will have different entry requirements – some will prefer BTECs, some will prefer A Levels, some will be equally happy with both.

Our priority is to support all of our students with achieving their aspirations. We will always be encouraging yet honest and realistic with our advice. If we recommend a particular programme of study, this recommendation is backed up by years of experience and knowledge. Our most successful students are those who follow our advice when there is a difficult or challenging decision to make.

## Some simple facts to show the relevance of today's BTECs:



Each year, **more than 100,000 BTEC students** apply to universities in the UK and the number is growing



About **70% of BTEC Nationals students** now apply for higher education courses



**Over 150 universities** and higher education colleges offering degree courses **accept BTECs**



The proportion of the **18-year-old** population in England entering higher education with BTECs has **doubled since 2008** (UCAS 2013)



## How are BTECs graded?

BTECs are graded using a Pass (P), Merit (M), Distinction (D) and Distinction\* (D\*) scale. Depending on the size of your course, you may receive one, two or three grades.

<i>Level 3 BTEC – Studied in Year 12 and Year 13</i>	
<i>BTEC Grade</i>	<i>A Level equivalent</i>
<i>Distinction *</i>	<i>A*</i>
<i>Distinction</i>	<i>A</i>
<i>Merit</i>	<i>C</i>
<i>Pass</i>	<i>E</i>

## How will I be assessed?

BTEC courses are made up of several units which are assessed either internally through coursework or externally as examinations.

Assignments can include tests, research, essays, projects, investigations, artwork, fieldwork and experiments, and often link theory with practical exercises.

The course specification, which you'll find on the subject page for each BTEC qualification, will provide more information on how your course is assessed.

As you are assessed throughout your course, you can analyse and improve your performance in the same way as you would in a workplace.



# BTECS AT QUEEN ETHELBURGA'S

## Equivalent to one A Level (Extended Certificate)

*Acting*  
*Business*  
*Computing*  
*Criminology*  
*Dance*

*Media*  
*Science*  
*Sport*

## Equivalent to two A Levels (Diploma)

*Art*  
*Business*  
*Music*

*Performing Arts*  
*Science*  
*Sport*

## Equivalent to three A Levels (Extended Diploma)

*Business*  
*Art*  
*Fashion*

*Performing Arts*  
*Photography*





# 2021 UNIVERSITY DESTINATIONS

## THE COLLEGE

*“Students in the College are well supported in their university applications and enjoy great success in achieving places at prestigious universities in the UK and beyond, such as Oxford, Cambridge, Imperial College London and those in the Russell Group.”*

### *Kevin Oldershaw, Head of College*

#### *University Destinations Queen Ethelburga's College 2021*

<i>Course</i>	<i>University</i>	<i>A Level</i>
<i>Accounting and Finance</i>	<i>Cardiff University</i>	<i>A*BBC</i>
<i>Accounting and Finance</i>	<i>University of Manchester</i>	<i>A*A*A*A*</i>
<i>Accounting and Management (Industry)</i>	<i>Lancaster University</i>	<i>BC</i>
<i>Aeronautical Engineering</i>	<i>Imperial College London</i>	<i>A*A*A*A*</i>
<i>Aeronautical Engineering</i>	<i>Imperial College London</i>	<i>A*A*A*</i>
<i>Animation</i>	<i>University of the Arts London</i>	<i>A*A*AA</i>
<i>Biological Sciences</i>	<i>UCL (University College London)</i>	<i>A*AAB</i>
<i>Business (with professional placements)</i>	<i>University of Bath</i>	<i>A*AAC</i>
<i>Business and Management</i>	<i>Bournemouth University</i>	<i>ABB</i>
<i>Business and Management</i>	<i>University of Exeter</i>	<i>AAAB</i>
<i>Business Management</i>	<i>City, University of London</i>	<i>A*A*AC</i>
<i>Business Management</i>	<i>King's College London, University of London</i>	<i>A*A*A*A*</i>
<i>Business Management</i>	<i>Northumbria University, Newcastle</i>	<i>C</i>
<i>Business Management (with a year in industry)</i>	<i>King's College London, University of London</i>	<i>A*ABB</i>
<i>Chemistry</i>	<i>University of Manchester</i>	<i>ABB</i>
<i>Chemistry</i>	<i>University of Oxford</i>	<i>A*A*A*</i>
<i>Classics</i>	<i>University of Manchester</i>	<i>AAC</i>
<i>Computer Science</i>	<i>King's College London, University of London</i>	<i>A*A*A*A*</i>
<i>Computer Science</i>	<i>University of Manchester</i>	<i>AB</i>
<i>Design Engineering</i>	<i>Imperial College London</i>	<i>A*A*A</i>
<i>Economics</i>	<i>King's College London, University of London</i>	<i>A*A*AA</i>
<i>Economics</i>	<i>King's College London, University of London</i>	<i>A*A*A*A*</i>
<i>Imperial College London</i>	<i>Chemistry with a Year in Industry</i>	
<i>University of Bristol</i>	<i>Chemistry with Industrial Experience</i>	

<i>Economics</i>	<i>King's College London, University of London</i>	<i>A*AAA</i>
<i>Economics</i>	<i>UCL (University College London)</i>	<i>A*A*AA</i>
<i>Economics</i>	<i>UCL (University College London)</i>	<i>A*AAAC</i>
<i>Economics</i>	<i>University of Bath</i>	<i>A*A*A*A*</i>
<i>Economics</i>	<i>University of Birmingham</i>	<i>ABB</i>
<i>Economics</i>	<i>University of Cambridge</i>	<i>A*A*A*</i>
<i>Economics</i>	<i>University of Manchester</i>	<i>AAB</i>
<i>Economics</i>	<i>University of Manchester</i>	<i>AAAC</i>
<i>Economics</i>	<i>University of Warwick</i>	<i>A*A*AA</i>
<i>Economics &amp; Finance</i>	<i>University of Strathclyde</i>	<i>A*A*B</i>
<i>Economics &amp; Business with East European Studies</i>	<i>UCL (University College London)</i>	<i>A*A*A*A*</i>
<i>Electrical and Electronic Engineering</i>	<i>University of Manchester</i>	<i>A*AAA</i>
<i>Electrical and Electronic Engineering</i>	<i>University of Manchester</i>	<i>A*A*AA</i>
<i>Electrical and Mechanical Engineering</i>	<i>The University of Edinburgh</i>	<i>A*AAAA</i>
<i>Electronic and Electrical Engineering</i>	<i>University of Leeds</i>	<i>A*AAB</i>
<i>Electronics and Electrical Engineering</i>	<i>The University of Edinburgh</i>	<i>A*AAA</i>
<i>Environmental Science</i>	<i>University of Leeds</i>	<i>ABB</i>
<i>Fashion Management</i>	<i>University of the Arts London</i>	<i>A*A*AA</i>
<i>Film Studies with Philosophy</i>	<i>Royal Holloway, University of London</i>	<i>BC</i>
<i>Forensic Anthropology</i>	<i>University of Dundee</i>	<i>A*AAB</i>
<i>Genetics</i>	<i>University of York</i>	<i>AA</i>
<i>History</i>	<i>University of York</i>	<i>A*A*B</i>
<i>History and Politics</i>	<i>University of Cambridge</i>	<i>A*A*A*</i>
<i>History, Politics and Economics</i>	<i>UCL (University College London)</i>	<i>AAA</i>
<i>History, Politics and Economics</i>	<i>UCL (University College London)</i>	<i>A*AAA</i>
<i>Information Management for Business</i>	<i>UCL (University College London)</i>	<i>A*A*AA</i>
<i>International Management</i>	<i>King's College London, University of London</i>	<i>A*A*AA</i>
<i>Land Economy</i>	<i>University of Cambridge</i>	<i>A*A*A*</i>
<i>Law</i>	<i>Queen Mary University of London</i>	<i>A*AB</i>
<i>Law</i>	<i>University of Bristol</i>	<i>A*A*A*</i>
<i>Law</i>	<i>University of Bristol</i>	<i>A*A*A*A*</i>
<i>Durham University</i>	<i>History</i>	



# 2021 UNIVERSITY DESTINATIONS

## THE COLLEGE

<i>Law</i>	<i>University of Nottingham</i>	<i>A*A*A*A</i>
<i>Law</i>	<i>University of Nottingham</i>	<i>A*AA</i>
<i>Law</i>	<i>University of Oxford</i>	<i>A*A*A</i>
<i>Law with Criminology</i>	<i>University of Birmingham</i>	<i>A*AA</i>
<i>Management</i>	<i>London School of Economics and Political Science (LSE)</i>	<i>A*A*A*A</i>
<i>Management</i>	<i>London School of Economics and Political Science (LSE)</i>	<i>A*A*A*</i>
<i>Management</i>	<i>University of Bath</i>	<i>A*AAB</i>
<i>Management</i>	<i>University of Manchester</i>	<i>AABD</i>
<i>Mathematics</i>	<i>King's College London, University of London</i>	<i>A*A*A*A</i>
<i>Mathematics</i>	<i>King's College London, University of London</i>	<i>A*A*B</i>
<i>Mathematics</i>	<i>UCL (University College London)</i>	<i>A*A*A*A*A</i>
<i>Mathematics</i>	<i>University of Glasgow</i>	<i>A*AAB</i>
<i>Mathematics and Statistics</i>	<i>University of Glasgow</i>	<i>AABC</i>
<i>Mathematics with Finance &amp; Economics</i>	<i>City, University of London</i>	<i>A*BB</i>
<i>Mathematics with Management &amp; Finance</i>	<i>King's College London, University of London</i>	<i>A*AA</i>
<i>Mechanical Engineering</i>	<i>University of Manchester</i>	<i>A*AAC</i>
<i>Mechanical Engineering (with a placement year)</i>	<i>Loughborough University</i>	<i>A*AA</i>
<i>Mechatronic and Robotic Engineering</i>	<i>University of Sheffield</i>	<i>ABC</i>
<i>Medical Biosciences</i>	<i>Imperial College London</i>	<i>A*A*A*A</i>
<i>Medical Innovation and Enterprise</i>	<i>UCL (University College London)</i>	<i>AAAA</i>
<i>Medicine</i>	<i>Aston University, Birmingham</i>	<i>A*A*A*AA</i>
<i>Medicine</i>	<i>King's College London, University of London</i>	<i>A*A*A*A*</i>
<i>Medicine</i>	<i>University of Oxford</i>	<i>A*A*A*</i>
<i>Medicine</i>	<i>University of Birmingham</i>	<i>A*AB</i>
<i>Medicine</i>	<i>UCL (University College London)</i>	<i>A*A*A*</i>
<i>Medicine and Surgery</i>	<i>Newcastle University</i>	<i>A*A*A*A</i>
<i>Medicine and surgery</i>	<i>University of Central Lancashire</i>	<i>A*A*A*A</i>
<i>Medicine at Lincoln</i>	<i>University of Nottingham</i>	<i>A*A*A*A</i>

<i>Modern and Medieval Languages</i>	<i>University of Cambridge</i>	<i>A*A*A*A</i>
<i>Natural Sciences</i>	<i>University of Leeds</i>	<i>A*A*A</i>
<i>Pharmacy</i>	<i>UCL (University College London)</i>	<i>A*AB</i>
<i>Philosophy and Economics</i>	<i>London School of Economics and Political Science (LSE)</i>	<i>A*A*AAA</i>
<i>Physics</i>	<i>Imperial College London</i>	<i>A*A*A*AA</i>
<i>Physics</i>	<i>King's College London, University of London</i>	<i>A*A*A*A</i>
<i>Physics</i>	<i>UCL (University College London)</i>	<i>A*AAAC</i>
<i>Physics</i>	<i>UCL (University College London)</i>	<i>A*A*A*A</i>
<i>Psychology</i>	<i>King's College London, University of London</i>	<i>A*A*A*A*</i>
<i>Psychology</i>	<i>The University of Edinburgh</i>	<i>AAAB</i>
<i>Psychology</i>	<i>University of Bristol</i>	<i>A*A*A*</i>
<i>Psychology (with a placement)</i>	<i>University of Bath</i>	<i>A*A*A*A*A</i>
<i>Urban Planning and Real Estate</i>	<i>UCL (University College London)</i>	<i>A*AB</i>
<i>Zoology</i>	<i>University of Leeds</i>	<i>A*A*A</i>





# 2021 UNIVERSITY DESTINATIONS THE FACULTY

*“The majority of Faculty students move on to university and specialist courses at high ranking institutions both in the UK and abroad. Popular destinations include the colleges of London University, Warwick, Exeter, and Durham, and overseas at Swiss, French and US universities.”*

*Erica Papaglimis, Head of Faculty*

<i>University Destinations Queen Ethelburga's Faculty 2021</i>			
<i>University</i>	<i>Course</i>	<i>A Level</i>	<i>BTEC</i>
<i>Accounting and Finance</i>	<i>Durham University</i>	<i>ABBC</i>	
<i>Accounting and Finance</i>	<i>University of Warwick</i>	<i>A*A*</i>	<i>D*</i>
<i>Accounting and Finance (with a year in industry)</i>	<i>University of Liverpool</i>	<i>ABD</i>	<i>D*</i>
<i>Aerospace Engineering</i>	<i>University of Bath</i>	<i>AAB</i>	
<i>Agriculture with Farm Business Management (&amp; a placement)</i>	<i>Harper Adams University</i>		<i>DDD</i>
<i>Biomedical Science</i>	<i>Northumbria University, Newcastle</i>	<i>BBC</i>	
<i>Business and Human Resource Management</i>	<i>Manchester Metropolitan University</i>	<i>B</i>	<i>D*D*</i>
<i>Business and Management (with a Year in Industry)</i>	<i>University of York</i>		<i>D*D*D*</i>
<i>Business Management</i>	<i>University of Westminster, London</i>	<i>A*</i>	<i>MP</i>
<i>Business Management</i>	<i>City, University of London</i>	<i>A*A</i>	<i>DD</i>
<i>Business Management</i>	<i>Lancaster University</i>	<i>A</i>	<i>DD</i>
<i>Business Management</i>	<i>Northumbria University, Newcastle</i>		<i>D*DD</i>
<i>Business Management</i>	<i>Queen Mary University of London</i>	<i>A</i>	<i>D*D*D</i>
<i>Business Management</i>	<i>Queen Mary University of London</i>	<i>A</i>	<i>D*DD</i>
<i>Business Management</i>	<i>University of Brighton</i>	<i>A*</i>	<i>DM</i>
<i>Business Management (Entrepreneurship)</i>	<i>University of Surrey</i>		<i>DDM</i>
<i>Business Management with Finance</i>	<i>Leeds Beckett University</i>		<i>DDD</i>
<i>Business Psychology</i>	<i>Manchester Metropolitan University</i>	<i>AA</i>	<i>M</i>
<i>Business with Finance</i>	<i>City, University of London</i>	<i>A*</i>	<i>D*D*D</i>
<i>Computer Networks and Cyber Security</i>	<i>Northumbria University, Newcastle</i>		<i>D*DM</i>
<i>Computer Networks and Cyber Security</i>	<i>Northumbria University, Newcastle</i>	<i>B</i>	<i>D*D*</i>

<i>Cyber Security and Digital Forensics</i>	<i>Bristol, University of the West of England</i>	<i>A</i>	<i>D*D*D</i>
<i>Data Science and Analytics</i>	<i>Bournemouth University</i>	<i>CC</i>	<i>D*</i>
<i>East Asian Studies</i>	<i>SOAS University of London</i>	<i>A*</i>	<i>MM</i>
<i>Economics</i>	<i>Durham University</i>	<i>A*A*A*A*</i>	
<i>Electronic Engineering</i>	<i>King's College London, University of London</i>	<i>AA</i>	<i>DM</i>
<i>English Literature</i>	<i>Bristol, University of the West of England</i>	<i>AAB</i>	
<i>English with Creative Writing</i>	<i>Loughborough University</i>	<i>A*</i>	<i>D*D*</i>
<i>Events Management</i>	<i>University of Northampton</i>		<i>D*D*D</i>
<i>Fashion Buying &amp; Merchandising</i>	<i>University of Manchester</i>	<i>AA</i>	<i>D*D*</i>
<i>Fine Art Mixed Media</i>	<i>University of Westminster, London</i>	<i>AAB</i>	
<i>Forensic Science</i>	<i>Teesside University, Middlesbrough</i>		<i>D*DD</i>
<i>General Engineering</i>	<i>King's College London, University of London</i>	<i>AA</i>	<i>D</i>
<i>Graphic Arts</i>	<i>University of Southampton</i>	<i>A</i>	<i>D*D*D*</i>
<i>History</i>	<i>University of Warwick</i>	<i>A*A*A</i>	
<i>Illustration</i>	<i>Leeds Arts University</i>	<i>C</i>	<i>D*D*D*</i>
<i>Interior Design</i>	<i>Kingston University</i>	<i>A*</i>	<i>D*D*</i>
<i>Interior Design</i>	<i>Kingston University</i>	<i>A*AB</i>	<i>D</i>
<i>International Business Management</i>	<i>University of Surrey</i>		<i>D*D*D</i>
<i>International Business Management (with a year abroad)</i>	<i>Heriot-Watt University</i>	<i>A*</i>	<i>D*D</i>
<i>International Relations</i>	<i>University of Westminster, London</i>		<i>MMP</i>
<i>International Relations</i>	<i>University of Westminster, London</i>	<i>A</i>	<i>DDM</i>
<i>Journalism: Broadcast</i>	<i>University of Salford</i>		<i>D*D*D</i>
<i>Law</i>	<i>Manchester Metropolitan University</i>	<i>ABB</i>	
<i>Law and Business Studies</i>	<i>University of Liverpool</i>	<i>A*A*</i>	<i>D*</i>
<i>Marketing and Management</i>	<i>Queen Mary University of London</i>	<i>A*</i>	<i>D*D*</i>
<i>Marketing and Management (with a year abroad)</i>	<i>University of Exeter</i>	<i>A*</i>	<i>DD</i>
<i>Marketing Management</i>	<i>University of Westminster, London</i>	<i>A</i>	<i>MMM</i>
<i>Mathematics and Statistics (Equal)</i>	<i>University of York</i>	<i>A*A*B</i>	
<i>Mathematics with Management &amp; Finance</i>	<i>King's College London, University of London</i>	<i>A*A*A*A*</i>	



# 2021 UNIVERSITY DESTINATIONS

## THE FACULTY

<i>Mathematics with Management &amp; Finance</i>	<i>King's College London, University of London</i>	<i>A*A*A*</i>	
<i>Mathematics with Statistics</i>	<i>King's College London, University of London</i>	<i>A*AAA</i>	
<i>Medicine</i>	<i>University of Leeds</i>	<i>AAA</i>	
<i>Medicine</i>	<i>St George's, University of London</i>	<i>AAA</i>	
<i>Modern Language and Business &amp; Management (Spanish)</i>	<i>University of Manchester</i>	<i>A*</i>	<i>D*D</i>
<i>Nutrition</i>	<i>University of Exeter</i>	<i>A*A*</i>	<i>D*</i>
<i>Physiotherapy</i>	<i>Coventry University</i>	<i>AB</i>	<i>D*</i>
<i>Physiotherapy</i>	<i>Leeds Beckett University</i>	<i>A</i>	<i>D*D</i>
<i>Physiotherapy</i>	<i>University of Bradford</i>	<i>A</i>	<i>D*D</i>
<i>Physiotherapy with Integrated Masters</i>	<i>Keele University</i>	<i>A</i>	<i>D*D*D</i>
<i>Political Economy</i>	<i>King's College London, University of London</i>	<i>A*A*A*</i>	<i>M</i>
<i>Politics and International Relations</i>	<i>University of Bristol</i>	<i>A*</i>	<i>DDD</i>
<i>Psychology with Criminology</i>	<i>Birmingham City University</i>		<i>DMM</i>
<i>Sport and Exercise Science</i>	<i>Anglia Ruskin University</i>	<i>C</i>	<i>D*D*</i>
<i>Sport Marketing</i>	<i>Leeds Beckett University</i>		<i>D*DD</i>
<i>Strategic Fashion Management</i>	<i>University of the Arts London</i>	<i>A*</i>	<i>DDD</i>
<i>Veterinary Nursing and Companion Animal Behaviour</i>	<i>University of Bristol</i>		<i>DMM</i>
<i>War Studies and History</i>	<i>York St John University</i>	<i>A</i>	<i>PP</i>
<i>Zoology</i>	<i>University of Leeds</i>	<i>A*BB</i>	









# FREQUENTLY ASKED QUESTIONS

## *Which core subjects are taught?*

Students across the Collegiate up to the end of Year 11 have lessons in mathematics, English, science, physical education and personal development. In addition, students up to the end of Year 9 have the opportunity to study art, music, drama, design technology, modern foreign languages, computer sciences and humanities.

In Key Stage 4, students can pick from a wide variety of additional optional subjects such as geography, history, computer science, astronomy, psychology, French, German, Spanish, business, music, dance, drama, art, photography, citizenship and physical education.

In the Sixth Form, students can pick from an extensive programme of traditional A Level and BTEC courses in subjects such as: mathematics, further mathematics, statistics, biology, chemistry, physics, computing, psychology, English language, English literature, business, economics, history, geography, French, German, Spanish, art, fashion, photography, music, performing arts, design technology and sport.

## *How would you describe your school?*

Queen Ethelburga's Collegiate is family of schools located in the countryside close to the historic city of York. We pride ourselves in offering an outstanding academic curriculum, an extensive programme of co-curricular opportunities, excellent pastoral care and unrivalled facilities.

We have approximately 1,500 students and in the last 8 years have invested over £100m in new facilities and resources, including a new sports village, new boarding houses and new classrooms. We have two unique senior schools, the College and the Faculty, both with their own unique identity and curriculum.

We treat all students as individuals and our dedicated and committed staff work to ensure that our students live up to our school Hill Standard: "To be the best that I can with the gifts that I have".

## *What are its strengths and biggest appeal to international students?*

Students are attracted to the school for a number of reasons. Our outstanding academic achievements put us above many other schools and we offer a wide range of courses. Our facilities cannot be beaten.

In 2019 the College held onto the number one position in the list of the North of England best independent secondary schools. The Faculty of Queen Ethelburga's was ranked as the 4th best school in the country, an increase of 5 places, in the same League Table. 95% of our students leave us to go on to study at prestigious universities in the UK and around the world.

Our 200 acre campus benefits from the safety and security of a countryside location. Several international airports are within one and a half hours by car and London is only two hours by train from York station. The recent investment in our campus means that the school has some of the best facilities in the country, including new boarding houses and the recently opened Sports Village.

Our facilities for boarders are unrivalled throughout the UK and Europe.

Our students benefit from expert Careers guidance when choosing the subjects they want to study. We offer a wide range of traditional A Level subjects and BTEC qualifications so we can be sure that our students follow a programme of study that provides the best opportunities for each individual.

International students can also benefit from a range of one year courses of study, offered throughout the Collegiate, which are designed to provide learners with intensive English language provision and prepare students for the next level of study. Over half of our students are British and we have a thriving community of students from 65 different nationalities.



### *What skills and values are taught?*

We take a holistic view of education and our students are taught a range of skills that enable them to progress. Personal development is taught throughout the school with a strong focus on the spiritual, moral, social and cultural development of our students.

We pride ourselves in promoting the values of our school community by enabling students to develop their self-knowledge, self-esteem and self-confidence.

We encourage students to develop initiative, accept responsibility for their own behaviour and show respect for other people. Our social events also provide opportunities for students to mix and cope with different experiences they are likely to encounter in the future.

### *What non-academic activities can international students engage with during their free time?*

The selection of activities is huge; students have the opportunity to visit new places, consolidate their skills, develop their knowledge or try new activities.

During the week students can access lunch time and after-school activities. These can include subject specific classes supporting the work done during the school day, or extending that learning beyond the confines of the syllabus. These activities give students the opportunity to improve their confidence in weaker areas or to simply invest more time into extending the knowledge they already have in a subject that they are passionate about.

Alternatively, we also offer access to our gym, sports classes, music classes and classes in the performing arts during the week and at weekends. The variety of sports available includes everything from the traditional sports to the more unusual including archery and fencing. Our school drama productions and the annual Gym and Dance show are always hugely popular events with all nationalities taking part.

At the weekends, boarding activities are offered to all students and there are many options available. These include trips to nearby places of interest, shopping and cinema trips, as well as activities around Yorkshire. There are occasional weekend trips abroad to other interesting parts of Europe.



# FREQUENTLY ASKED QUESTIONS CONTINUED

In the holidays, we also offer international trips which take students all over the world. Some of these trips are purely educational whilst others offer volunteering opportunities.

## *What support does the Collegiate provide for international students to improve their mastery of the language?*

Students come to us with varying abilities of English. Depending on their assessments when they arrive with us, different levels of support can be given.

Firstly, we have a number of courses that aim to prepare students with weaker English to study in our academic environment. These students will have English as an Additional Language (EAL) featuring strongly on their timetables, with fewer subject specific options.

These Foundation and Preparation courses are designed to ensure that the students studying on them have a good enough level of English to succeed in their chosen academic pathway. They are usually for one year and lead on to more traditional courses once completed.

Many of our international students choose to take EAL as an optional subject. They study all aspects of the English language; grammar, speaking, listening, reading and writing. They study this alongside their other options and it helps them to ensure they understand subject specific terminology and assists them with the academic demands of studying in English.

## *How are they well taken care of in terms of personal, health and safety, discipline and their social and recreational needs?*

When students come to us they will find themselves in a caring and supportive environment. We have a dedicated Pastoral team who offer a range of experience and expertise.

We have recently launched THRIVE@QE; a program of support designed to develop the personal welfare of our students in school and boarding.

Students can attend any of the THRIVE sessions without the need to sign up or register, and this ensures that all students get the care and support they need.

We also have a team of Peer Mentors who provide support for students in lower years.

Our Prefect teams across all schools are responsible for providing leadership and support. In the lower years, students have a 'Buddy' who help new students to settle in.

We have an excellent rewards system through the use of house points. These provide individual rewards for positive efforts, both academically and socially. We have a LEARN policy which sets expectations in the classroom; Listen, Engage, Attend, Respect and Never Give Up.

## *How do foreign students assimilate into the local culture?*

We have a team of International Liaison Officers who care for our international community on arrival. They explain the routines, expectations and environment and can be approached at any time.

Often the largest change is the food, and although we serve traditional English cuisine, we also try to have two international options each day.

Our uniform shop is stocked with coats, scarves and hats, all in line with school uniform policy, to ensure that our students are dressed appropriately for our weather. We also offer many local trips.

## *What are the pathways available for Queen Ethelburga's Collegiate students to progress to a university education in the UK and other parts of the Western world? Can they apply to these universities based on a graduation certificate and testimonials from your Collegiate?*

Our staff are experienced and well qualified, and they can offer a wealth of advice with regards to university applications.

The majority of our students move on to their first-choice universities around the world with most starting degree courses in the UK. London universities such as University College London, the London School of Economics, King's College and City University are very popular choices for our students, but we also have a high success rate with Oxford and Cambridge too.

Strong links have also been established with institutions which offer hospitality courses in Switzerland and every year students go to study in other countries, such as the USA, Australia and at the University of Hong Kong.

Tutors, school teams and the Careers staff support students with their individual applications, personal statements, predicted grades and references, and we have a range of guest speakers who come to school each year representing different high profile universities.

### *What percentage of your graduates have successfully enrolled into a university?*

Nearly all our students enrol into a university either immediately after Year 13 or after a gap year. Some choose to carry out apprenticeships with national companies and a small number leave us to join the Armed Forces.

### *What opportunities are available for Queen Ethelburga's Collegiate students to gain an international perspective and an all-round education for future success?*

Our student and staff population is very mixed which allows us to make the most of what we can offer each other. We celebrate diversity and encourage students to mix and learn about each other's cultures as often as we can.

Events are planned such as International weeks, with a range of activities taking place. If we need to communicate with home we are able to contact parents and speak in relevant mother tongues and when face to face meetings take place we are able to provide translators.

We provide an excellent level of education and a range of activities, events and trips overseas which are all opportunities to prepare students for the world in which they will live and work in the future.

Students are given opportunities to work as Prefects, peer mentors and buddies so that they can support each other and seek to develop mutual understanding.

### *Can you please elaborate on the unique boarding experience they will gain?*

Our boarding staff work hard to ensure that students are well looked after and each student is assigned a member of staff who will work with them. The boarding environment is very comfortable, and this enables students to feel at home.

Rooms are equipped with telephones, and the boarding houses, as in school, have a Wi-Fi connection so that students can keep in touch with friends and family.

A wide activity and social programme is provided at the weekends so that students can be kept busy but we also respect the need to rest and relax.

Prep is supervised in the evenings so that every student has structured support and a time in the day when they can complete this and receive support if necessary.





# CO-CURRICULAR ENRICHMENT

*At Queen Ethelburga's Collegiate, alongside academic success, it is our intention to provide students with a holistic education and the opportunity to develop knowledge, skills and experience beyond the classroom. With a team of staff dedicated to this, our Co-Curricular provision carries great importance at QE with many activities and trips that run alongside our academic curriculum to enrich student experience.*

*Our Super-Curricular programme aims to extend student knowledge and skills beyond the curriculum, offering students options relating to specific career paths such as medicine or engineering, develop debating and enterprise skills, or simply build a wider and deeper knowledge of topics within a range of subjects including English, mathematics, languages, humanities, social sciences, charity and volunteering. The Super-Curricular programme is delivered within the timetabled school day.*

*Our Enrichment Activities programme aims to develop the personal and holistic development of students and their involvement in the Collegiate community and beyond. The Enrichment Activities programme offers students so many activities across the below enrichment categories. It is delivered at lunchtime and after-school, to compliment the Super-Curricular programme.*

*Taking up an activity regularly is very important, facilitating intellectual, emotional, social and moral development. Regular commitment to an activity will also bolster university or employment applications of senior students. We believe that enriching your educational experience starts with providing an extensive Co-Curricular programme covering the following Enrichment categories:*



Community	<i>CONTRIBUTE to the Collegiate community, organising fundraising for charity, volunteering for conservation and community work. e.g. regularly representing the Collegiate or competitive house etc.</i>
Creativity	<i>EXPRESS creativity through artistic design, performance, higher order thinking e.g. STEM, Poetry by Heart, chess, debating, gymnastics, dance and related colours etc.</i>
Culture	<i>IMMERSE yourself in cultural experiences e.g. the theatre performances in the King's Theatre (free!), opera, formal dinners, experiencing other cultures, visiting other countries etc.</i>
Health, Exercise and Resilience	<i>PARTICIPATE in weekly activities beneficial to physical, social and mental wellbeing, showing dedication and improvement e.g. the gym, swim, spinning, team games, meditation, yoga, THRIVE, nutrition diary, achieving sports colours etc.</i>
Leadership	<i>LEAD others so they follow your example e.g. mentoring a new student, motivating and inspiring the team you captain, player of the match if it relates to you influencing others, chairing a committee/council, being a prep buddy, debating and gaining support for your opinion, helping someone to improve or change their actions/behaviour etc.</i>

*The activities in this brochure may be delivered via our Super-Curricular or our Co-Curricular Enrichment programme.*

*Emma J Chapman - Head of Co-Curricular*





## *Community*

*CONTRIBUTE to the Collegiate community, organising fundraising for charity, volunteering for conservation and community work. e.g. regularly representing the Collegiate or competitive house etc.*

### *BBC Young Reporter*

Learn about what it takes to be a journalist: sniff out fake news, conduct interviews and make the headlines.

### *Charity Leaders and Volunteers*

This activity will enable students to thoroughly plan and prepare for fund raising events. They will work together to consider the best options and smooth running of charitable events. A great activity for those who want to get involved in charity work and learn how to organise and plan an event.

### *Community Project Zambia*

This activity aims to support the students and teachers at Gota Gota Primary and Secondary School in Zambia. Students who volunteer to help will meet weekly to provide this support from the UK by fundraising, creating educational resources and sourcing equipment. In addition, students can also take a trip to Zambia to deliver vital resources, sports and medical equipment, and provide practical support in restoring buildings, teaching, mentoring and leading extra-curricular activities for the children and their teachers. By participating in this weekly activity and/or visiting the school, students will gain a greater sense of awareness of the challenges faced by others around the world, including health, education and conservation; here is a real opportunity to make a sustainable impact.

### *Environment Club*

You will explore environmental issues on a range of scales, learn how the planet is polluted and what people are doing to try to protect it. Get an opportunity to help save the planet yourself.

### *Nursing Home Volunteering*

This unique activity is perfect for those students who would like to gain experience of working in the care or health service. Students will spend their time socializing with the residents and assisting them with basic care needs such as serving tea and coffee and playing board games. The nursing home have described this as the 'highlight of the week' for some of the residents. We are hoping to provide more opportunities for this popular activity, which is not only beneficial for the residence but hugely rewarding to our students personally and for their DofE Award.

### *Tea, Cake and Faith*

A relaxed opportunity to think about faith, discuss issues and have a cup of tea and cake as you talk! All faiths (or none) are welcome to come along to think, question, discuss or simply listen.





## *Creativity*

*EXPRESS creativity through artistic design, performance, higher order thinking e.g. STEM, Poetry by Heart, chess, debating, gymnastics, dance and related colours etc.*

### *Advanced Coding*

Explore coding for fun, create games in Unity or Py; explore how computers can be used to control devices such as mini cars and robot arms, or take a look at how AI works.

### *Astronomy*

Learn about astronomy theory and practice. Study the history of Astronomy and improve your research and analytical skills at the same time.

### *BAFTA Young Game Designers*

BAFTA Young Game Designers Award is a competition that inspires students to create, develop and present their new game ideas to the world. This activity also gives a great insight into the UK games industry. Students will work towards entering either the Games Design Award or Games Concept Award, where you get the chance to design and develop your own unique game. So, whether interests lie in coding or creating digital artwork, there is something here for everyone.

### *Baking Club*

The activity is run by catering professionals and is very popular! Students will learn how to bake a range of sweet, savoury and healthy treats.



### *Chess Club*

The Chess Club is open to players of all standards from beginner to expert. In the club there will be the opportunity to play friendly games, take part in occasional tournaments and competitions, and to try to solve chess problems. Real enthusiasts can play through the great games from chess history and see if they can follow the grandmasters' ideas.

### *Code Club*

Create computer games, animations and websites, and learn how to use technology creatively. Projects use Scratch, HTML & CSS, Python and a variety of other coding languages.

### *Comic Making Club*

Using the website [www.pixton.com](http://www.pixton.com) students have access to thousands of already made comics. They can read comics but, best of all, they can create their own storyboard using the large bank of characters, objects and backgrounds.

### *Cooking for University*

The Cooking for University activity is designed to give students an insight into creating nutritious meals on a budget when they are looking after themselves away from home during term-time. The meals include both sweet and savoury dishes and can be made easily on a restricted budget using fresh ingredients. The course also teaches some basic skills, techniques and recipes. Each student will receive a recipe booklet at the end of the course which includes all the dishes made.

### *Creative Cooking Club*

The activity is run by catering professionals. Students will learn how to be more creative in the kitchen; cooking steak, making their own pasta and baking delicious chocolate brownies are some of the highlights!

### *CREST Awards*

The CREST Awards scheme is the British Science Association's flagship programme for young people. Around 30,000 students in the UK gain CREST Awards every year. It is the only nationally recognized accreditation scheme for STEM project work (Science, Technology, Engineering and Mathematics) subjects, providing science enrichment activities to inspire and engage 5 to 19 year olds.

### *Critical Thinking*

This activity develops your ability to reason, challenge assumptions, analyse evidence and think independently. It invites you to ask questions and create new answers about a range of issues.



### *Fashion and Textiles*

Creative and practical fashion and textile projects for students that would like to experiment in making a range of clothing and accessories.

### *History of Art*

Investigate and explore the work of, and ideas from, our great artists and designers. There will be the opportunity to complete work on both a practical and theoretical level.

### *Investor Challenge*

The Investor Challenge is an activity for Sixth Form students who will be taking part in a national competition. Working in small teams, the students will be involved in researching corporate trends and performance along with economic factors that will help them to pick different shares or equities using fantasy funds, not real money! Teams with strong performance in their investment portfolios will advance to a regional final and, if successful, onto national finals. The activity is mainly about working in teams, having fun and learning about investments.

### *Junior Mathematics Challenge*

The Junior Mathematics Challenge is a national competition recognized by all universities as a good indicator of a student's ability to solve complicated problems and a good measure of their aptitude for persevering when first attempts fail. It is also respected by many professional bodies, in particular the Actuarial Society who are its main sponsors.

### *Knitting and Embroidery*

Students can learn or perfect the very therapeutic skill of knitting, or improve their embroidery skills to make many items such as pictures, pencil case or greetings cards, all of which make perfect gifts! The nature of the activity makes for a very calm and mindful atmosphere.

### *Lego Club*

Lego Club will allow students' ideas to take shape in a creative, non-competitive environment. Using the world's favourite construction blocks, each week the students will have the chance to start something new or continue with their masterpieces. The search for the Master Builders of the future starts here!

### *Mindfulness Colouring*

A creative and fun activity where students can colour using different materials, encouraging originality and sharing ideas. It is a good opportunity to socialize or have some quiet time in a calm environment at the end of a busy school day.



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[twitter.com/qethelburgas](https://twitter.com/qethelburgas)

## *Music Theory*

Music Theory sessions are designed to prepare students to take ABRSM theory examinations. Students are organized into groups, dependent on their current ability and understanding of music theory. Students embarking on an early grade, such as Grade 1, will learn about the basics of notation, the names of notes and duration of note values. They will find out about simple time signatures and learn about some major scales and keys.

For those with some knowledge of the rudiments of music, students can progress to Grade 3 and delve more deeply into the theory of music. Students will build on the basics of notation and find out about some simple and compound time signatures. They will also explore major and minor keys and their scales and begin to write their own different rhythms.

Some students may progress to work toward the Grade 5 Theory qualification, which will complement their understanding of classroom and performance music. Students will build on their understanding of earlier grades and learn about the fundamentals of music theory, including the C clef, ornaments, different chords and transposition.





### *Photography Club*

For current A Level, BTEC or GCSE Photography students who wish to explore and expand their darkroom or digital photography skills.

### *Pottery Club*

Come to Pottery Club and learn about working in the wonderfully adaptable material that is clay. Students will design and make their own hand-built sculptures which we will then fire in the kiln and glaze for them to take home.

### *Psychology*

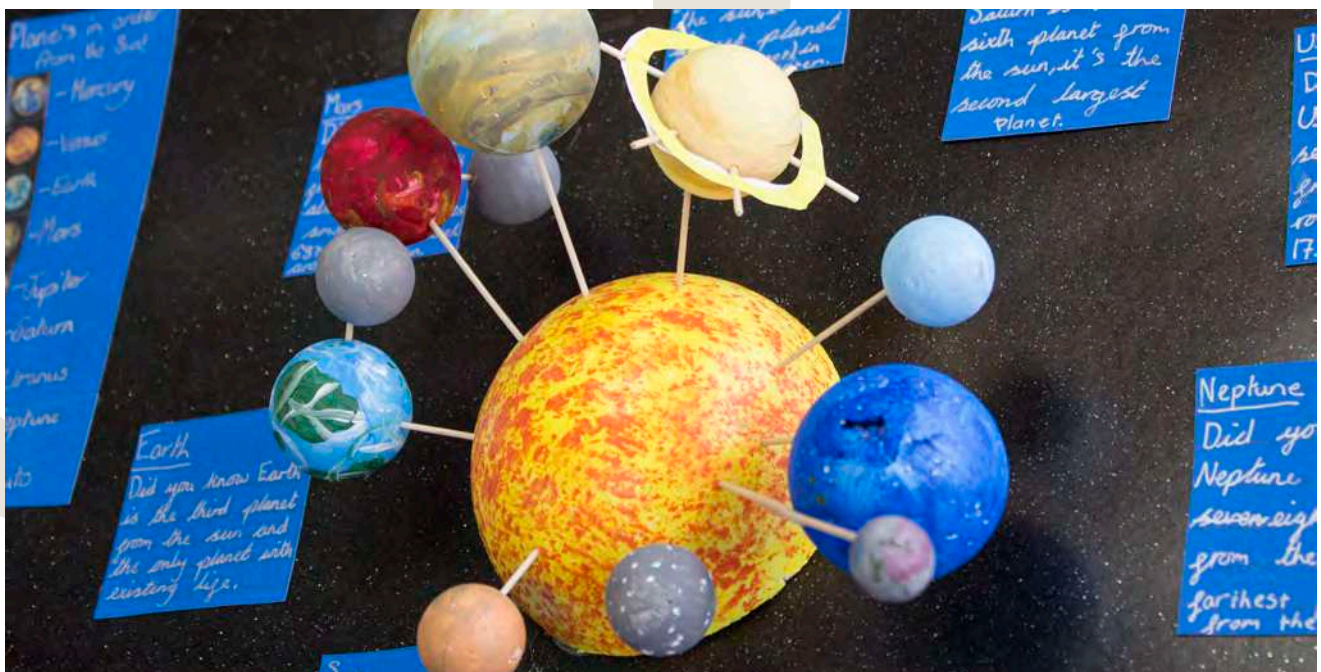
Learn about the different perspectives of psychologists when explaining and understanding behaviour. Study topics such as memory and conformity, and build research skills.

### *Science and Engineering Club QE*

This is for students who are interested in all the Sciences and technology/engineering. Students are encouraged to think about a project that interests them and spend time researching, designing and building their chosen project/models. Previously, students have built ice cream makers, bridges, drones, balsa planes and clocks. In turn, they gain skills in designing, using a variety of tools etc. Students may need to source additional materials for larger projects for this activity. This activity can contribute to a student's Duke of Edinburgh Award (skill).

### *Warhammer and Airfix*

The Warhammer and Airfix club provide students the time to build and decorate models which can then be used to play against each other. They can share comics and stories with other students who are fans of this popular game.









## *Culture*

*IMMERSE* yourself in cultural experiences e.g. the theatre performances in the King's Theatre (free!), opera, formal dinners, experiencing other cultures, visiting other countries etc.

### *Chamber Choir (Senior and Experienced)*

This choir specialises in chamber music and is for our senior students and experienced male and female singers. It is usually open to students who are already members of QE Choir and students can sign up to audition for this activity. The Chamber Choir performs throughout the year both on site and at various events away from school.

### *KM Choir*

KM Choir is open to all students in King's Magna. The choir enjoys singing arrangements of well-known songs both at events within school and in the wider community. Students do not need to be able to read music, as songs are taught during rehearsals. This activity is ideal for students who already receive vocal tuition and provides the opportunity to continue to develop their singing voice, alongside others with a similar interest.

### *QE Choir*

QE Choir is open to all College and Faculty students at QE. The choir enjoys singing a wide range of musical repertoire in a variety of styles in 2 or 3 parts. In addition to performing at events in the local community, members of QE choir have the opportunity to perform at a number of high-profile Collegiate events, such as the Carol Service and Speech Day. Students do not need to be able to read music, as songs are taught during rehearsals. This activity is ideal for students who already receive vocal tuition and provides the opportunity to continue to develop their singing voice, alongside others with a similar interest.

### *Drama KM*

Develop your performance skills through fun exercises and drama games and explore the music, choreography and script used for our KM Drama Production in 2020.

### *Drama QE*

Develop your character-building and performance skills using workshops, games and techniques then apply them in ongoing projects in the King's Theatre such as Ghost Night, Chicago and The Pillowman.

### *For the Love of Words*

From anagrams to alliteration, poetry to puns, we have endless linguistic devices at our disposal. This session is for students who wish to continue to develop their skills with the written word.

### *French Beyond the Classroom*

This activity will highlight cultural differences in France and other French speaking countries through a range of activities.

### *Orchestra (Senior and Junior)*

Orchestra rehearsals provide an ideal opportunity for students who already play a traditional instrument to come together to prepare traditional repertoire for on-site musical events such as the Carol Concert and Speech Day. We are looking for students who already possess music reading skills and who play the following instruments: violin, viola, cello, flute, oboe, clarinet, saxophone, bassoon, trumpet, and trombone.







### *Pitch Perfect (as seen at the movies!)*

Pitch Perfect is a new singing group which facilitates students working together on developing harmonies and performing exciting arrangements of a wide range of popular songs. Students will have opportunities to listen to, explore and perform singing in the A cappella style in addition to accompanied songs, taking inspiration from the songs of Glee and Pitch Perfect.

### *Poetry by Heart*

This activity is designed for students to share their love and interest of poetry with peers and contribute to a live production, should they so wish.

### *Production Band*

Production Band provides the opportunity for those students who are involved in QE's annual production, to come together to prepare the accompanying music for the main Collegiate performance of the year. This is a great opportunity to meet other musicians and work collaboratively with other sections of Creative Arts and perform in the orchestra pit or on stage.

### *Rock/Pop Band*

Rock/Pop Band is a student-led ensemble which provides the opportunity to practice and perform a range of pop and rock repertoire using a range of instruments and equipment. It is suitable for anyone who has an interest in developing their musical skills and work collaboratively to make music.

### *Samba Band*

Samba Band enables students to learn about samba instruments and enjoy playing together to explore the various rhythms and sounds that this spectacular group of musicians can create. This is a new activity for QE and one which promises to be lots of fun.

### *Spanish for Beginners*

If you have never studied Spanish before, this is your chance to start! In this option you will learn vocab, phrases and grammar so that you can hold a conversation in Spanish.

### *String Group*

String Group provides the opportunity for our experienced violin/viola/cello players, of Grade 5 or above standard, to explore a range of repertoire and enjoy playing together. It is particularly useful to support those who are already receiving instrumental tuition on a string instrument and provides students with the opportunity to continue to develop their ensemble playing skills, alongside others with a similar interest.







### *Violin Club*

Violin Club provides the opportunity for our younger violin players to enjoy playing music together and explore a range of music. It is particularly useful for those who already receive instrumental tuition on the violin and provides the opportunity to play alongside others with a similar interest.

### *World Culture*

Students following this activity will examine and explore a variety of cultural, religious and ethical issues from around the world.







## *Health, Exercise and Resilience*

*PARTICIPATE in weekly activities beneficial to physical, social and mental wellbeing, showing dedication and improvement e.g. the gym, swim, spinning, team games, meditation, yoga, THRIVE, nutrition diary, achieving sports colours etc.*

### *Basketball*

#### *Senior Boys Year 10-13*

Basketball provides an opportunity for boys to play recreationally and competitively. Activities provide both recreational opportunity as well as competitive team practice for those students wanting to represent the Collegiate, as well as a structured learning environment where students can progress and develop their understanding of basketball.

QE competes in the U19 Academies Basketball League and in the U17 & U19 National Schools competition. This year QE will also compete in the Basketball England U18 National League, as the QE York Knights.

Training sessions are professionally run team practices for serious players. This competition schedule provides lots of opportunity for players to play competitively.

If the competitive environment is not the route you wish to take, then QE also offers a recreational league for players of all abilities, allowing them to come along and play for fun.

#### *Senior Girls Year 10-13*

The girls are coached by ex-professional players and GB International Steph Gandy. This session is for both recreational and competitive players. The sessions provide a mix of opportunity to play both recreationally and in a competitive environment. Regardless of ability, all players are given the opportunity to progress and improve their game.

#### *Year 6-9 Boys*

QE has teams from Years 6-9, playing against schools across the region. The sessions also provide players the opportunity to experience a team practice in a fun way, helping them master basic skills and team concepts that help them develop. The sessions prepare them for competing in structured competitions.

#### *Year 6-9 Girls*

The girls are coached by ex-professional players and GB International Steph Gandy. This session is for both recreational and competitive players. The sessions provide a mix of opportunity to play both recreationally and in a competitive environment. Regardless of ability, all players are given the opportunity to progress and improve their game.





## *Basketball continued*

### *Year 3-5*

Students will master the basic skills of the game to allow them to enjoy the game as well as progress to competitive basketball if they would like to, both within Chapter House and King's Magna. Practices will be both structured and fun preparing students for competing for a team in the future.

### *Cheerleading*

Cheerleading for all ability levels, whether you want to try something new or develop your existing dance and gymnastics skills. Students will also have the option of training towards a performance in the annual Gym and Dance display.

### *Contemporary Dance*

Work towards the creation of choreography, influenced by professionals such as Martha Graham, Mia Michaels and Motion House Company, to showcase throughout the year. Students will also have the option of training towards a performance in the annual Gym and Dance display.

### *Couch to 5K*

Couch to 5K is a hugely popular nationwide running programme designed for complete beginners. Starting with a brisk walk then increasing the amount of jogging each week. By the end of the programme students will be able to run the full 5km (3 miles). A fantastic way to progressively improve health.

## *Climbing*

During this activity, at selected times, students will have access to the climbing facilities based in the Muggles activity centre. Students will undertake basic training by qualified instructors and will have the opportunity to put their newly learnt skills to the test on our climbing wall.

## *Cricket*

### *Year 3-5*

These sessions are open to any student (boy or girl) and are designed to develop the core skills of batting, bowling, catching and throwing, in addition to learning some of the basic rules of the game of cricket. The emphasis of these sessions will be based on enjoyment and the development of skills through simple drills and small sided games.

The more advanced pupils in Year 5 will be introduced to hard ball cricket and in the earlier years pupils will work with tennis balls. The idea behind this is to show the fundamentals of the game in the hope that both boys and girls will want to progress to the participation stage where there is the opportunity to represent the Collegiate in several inter-school fixtures.

### *Year 6-9*

Again, cricket is open to any student in this part of the Collegiate. Activities generally take the form of after-school net sessions and drill work on a variety of skills to enhance their technical abilities in all areas of the game. Most of the participants are those who have represented the Collegiate and there is the opportunity to introduce scenario or game related training where students are encouraged to think more tactically about the game and apply their technical abilities to certain situations.







## *Cricket continued*

### *Year 10-13*

Training here is more performance based. Students will set their own scenarios and work to that by setting fields and generally aiming to create pressure. At this stage, the students are encouraged to take ownership of their own learning. They are also encouraged to score their own game-based activity and analyse the outcome. Fielding drills as well as an awareness of fitness aspects of the game also come to the fore and students are again encouraged to take ownership of this themselves.

## *Fitness*

Develop your physical fitness in the gym, working with a member of staff to develop a programme that will enable progress in whatever area of physical fitness that you wish.

## *Football*

### *Year 3-5 Boys and Girls*

Students will develop their individual technical skills with lots of ball mastery and touches on the football. This will all be done in a fun and challenging environment, where the players can be creative. Students will develop passing, dribbling, turning and attacking/defending skills and will take part in small sided games where players will improve their understanding of the game.

### *Year 6-9 Boys and Girls*

Students will develop individual technical skills and improve their understanding of the game of football. Players will work on ball mastery, dribbling, passing, turning and attacking/defending principles (including 1v1, 2v2, 3v3 situations). Fun small sided games will allow the students to work as a team, improve decision making and be creative.

### *Year 10-13 Girls*

As a result of the ongoing popularity of girls' football globally, the recent success of the England Lionesses at the World Cup 2019 and the positive engagement that we have had from our students, QE will continue to provide girls' football in the curriculum and activities programmes. The girls will develop their understanding of the game of football and learn to apply skills already learnt through other invasion sports including hockey and netball. Girls will learn to pass, dribble and shoot as well as tackle. Girls will develop their attacking and defending skills both individually and as a team, in a fun and challenging environment.

### *Year 10 Boys*

Students will develop individual technical skills and improve their understanding of the game by taking part in a variety of fun based games. Players will have the opportunity to play lots of team games, be creative and improve fitness.



### *Year 11-13 Boys' Senior Team Training*

These will be structured coaching sessions for students who would like to represent the senior 1st and 2nd teams at QE. Players will develop individual skills and improve their knowledge of the modern game. Sessions will focus on technical, tactical (including attacking and defending principles), physical and psychological aspects of the game. Players will focus on their role within the team and work on strategies to prepare the team for fixtures.

### *Year 11-13 Recreational Football*

Students will develop individual technical skills and improve their understanding of the game by taking part in a variety of fun based games. Players will have the opportunity to play lots of team games, be creative and improve fitness.









## *Gym*

Students will have access to our state of the art facilities throughout the evenings and weekends. They will be able to undertake a range of cardiovascular and strength-based activities whilst supervised and supported by our highly qualified gym staff. Students will have set entry times and will be required to complete a gym induction but will then have access to all the equipment. Regular attendance at the gym can be used as the physical activity for the Duke of Edinburgh's Award.

## *Hockey*

### *Year 3-5 Girls and Boys*

With Chapter House there is a strong emphasis on play, and skill development within game context. Basic skills (passing / receiving, elimination, 1v1 defence and goal scoring) are introduced and reinforced throughout the year, appropriate to all levels of ability. At this age, we are planning to develop the child holistically with a view to forming a lifelong love of sport and activity.

### *Year 6-9 Girls and Boys and Year 10-13 Boys*

Practices at this age group must focus on providing lots of opportunity for every student to increase their perceived sporting competence in the key areas identified as fundamental to the beginning of a journey to becoming excellent age group hockey players.

### *Year 10-13 Senior Girls*

Across the senior schools, students can play hockey recreationally as well as competitively within the U15, U16 and senior 1st and 2nd teams. Within practices, students will learn to develop their ability to carry, eliminate at pace and face pressure with the use of 3-D skills. Players will be comfortable on the ball and look to play facing pressure and going forwards and to space as much as possible. Players will also develop their ability to defend all over the pitch and in and around the circle.

## *K-Pop Dance*

K-Pop dance is for any student who is interested in learning K-Pop dance moves and routines in a fun, relaxed session. No experience necessary, just a love of K-Pop music and group choreography. Students will also have the option of training towards a performance in the annual Gym and Dance display.



[facebook.com/QueenEthelburgas](https://facebook.com/QueenEthelburgas)



[twitter.com/qethelburgas](https://twitter.com/qethelburgas)

## *Netball*

### *Year 3-5*

Netball activity in Chapter House is based around having fun, making friends and playing together fairly, whilst encouraging fundamental core movement skills needed to play the game of netball and other activities. We aim to introduce the basic skills of throwing, catching, jumping, landing and shooting. These key skills are developed through fun games and activities and help progress an understanding of attack, defence and spatial awareness. Our netball activity programme also introduces basic rules and positional responsibilities within a modified game called 'High 5 Netball' where players rotate and experience all positions. This provides a great foundation in progressing to a full game of netball.

### *Year 6-9*

King's Magna netball activities are a chance for students to accelerate fundamental movement skills and refine the acquisition of netball-specific skills. Students begin to train and practice in a netball-focussed environment to enable the transfer of skills and concepts from practice into games. We develop an understanding of a full game of netball and its rules, and students start to develop a sense of what positional role they prefer or perform best in. Netball activity at this stage introduces an awareness of individual and team tactics that are used to compete to win or make the game more challenging. Extended opportunities for competition are given and students gain a sense of what is necessary to perform in netball.









## *Netball continued*

Netball is always delivered inclusively but at this stage we start to allow players of a similar ability across King's Magna to work together. All students wishing to participate in netball are given the opportunity via matches and friendlies for A, B and C teams. Social and emotional considerations are also taken into account at our netball activity sessions for each year group. This provides an emphasis on teambuilding, group interaction and social activities as a netball team.

### *Year 10-13*

Across the senior schools, netball continues to be offered recreationally as well as competitively, with teams at U15, U16, and senior 1st and 2nd teams. Students are usually able to decide at this stage which environment they wish to participate in, and the activity sessions are delivered to suit the needs of the students in each. To prepare students competitively, practice to refine technical skills along with the development of physical fitness is paramount. The volume and intensity of training and activity increases. Competitions become more important as the focus shifts towards performance. Training will stress the development of position-specific technical and tactical skills under competitive conditions. Recreationally, students are given the opportunity to enjoy the game of netball for the social and health benefits it offers. Students are welcome to come 'back to netball' and friendlies are offered for those still wishing to compete and have a passion for netball but are not concerned about the outcome.

## *Parkour*

Parkour is a training discipline using movement that developed from military obstacle course training. The aim is to get from one point to another in a complex environment in the fastest and most efficient way possible. Parkour includes running, climbing, swinging, vaulting, jumping, rolling, quadruple movement and other movements as deemed most suitable for the situation. Parkour's development from military training gives it some aspects of a non-combative martial art.





## *Rugby*

### *Year 3-6*

In these sessions, the students will continue to develop their skills and understanding of rugby. Most of the skills and understanding will be developed in small sided conditioned games with a major emphasis being on having fun and enjoying the sport. The sessions will predominantly be in age groups and taken by the member of staff who is responsible for the rugby team in that age group. The sessions are open to any boy in the year group, and it is expected that those in the school team, or hoping to be in the school team, will attend this club.

### *Year 7-10*

In these sessions, the students will continue to develop their skills and understanding of rugby. These sessions will also include team and position specific skills. A major part of the session is preparing the school teams for fixtures and therefore all students in the school team are expected to attend, those students who are not involved in the school teams are also very welcome. The sessions will predominantly be in age groups and taken by the member of staff who is responsible for the rugby team of that age group.

### *Year 11-13*

If you are wanting to improve and take your rugby seriously you will be expected at these sessions, equally, if it is your first time at trying out this sport, you will be supported and encouraged to try things, as well as having the opportunity to represent the Collegiate in a competitive match. These sessions are a great way to meet new people and get involved in a team sport that encourages togetherness.



### *Spinning*

Students can enjoy a high-intensity full body cardio workout to the latest music, in our fully equipped Indoor Cycling Studio! Sessions include hill climbing, group sprints, and heart rate zone training. Our Christmas Spin comes with tinsel and Santa hats!

### *Street Dance*

Study various street dance styles and different choreographers and have the opportunity to build your own Street Dance Crew! Students will also have the option of training towards a performance in the annual Gym and Dance display.

### *Swim Development*

This has a very broad spectrum and covers the whole range of swimming ability and all four strokes, catering for both swimmers and non-swimmers; the session also provides for those who wish to develop their stroke technique or swim for health and fitness. The session can also be used as a 'pathway' for those individuals who wish to swim competitively.

### *Swim Squads (entry via assessment)*

This activity is for competitive swimmers, therefore a place in the activity and squad is via an assessment. Sessions include training all four strokes, the individual medley, starts and turns, plus differing levels of work and intensity to condition the students. Assessment looks at the swimmer's strokes from a technical point of view and the individual's ability to handle the training load.

### *Swimming – Recreational*

This activity is for students who would like to swim during set times over the weekends as a way of keeping fit and healthy. There are specific single gender swim times throughout the weekend, supervised by a QE lifeguard.





## *Leadership*

*LEAD others so they follow your example e.g. mentoring a new student, motivating and inspiring the team you captain, player of the match if it relates to you influencing others, chairing a committee/council, being a prep buddy, debating and gaining support for your opinion, helping someone to improve or change their actions/behaviour etc.*

### *Debating*

A chance for students of all abilities to develop their debating skills. To develop confident communication and critical thinking skills and build understanding of global and political affairs.

### *Enrichment Club*

The Enrichment Club develops your understanding and skills in leadership. Time is also spent supporting community projects and developing journalistic skills, promoting these in school and on local radio!

### *Future Medics / Chemistry Olympics Training*

Future Medics is an activity for students who wish to pursue a career in any medical based field. Students can complete a research CREST project, organise charity events, practice their debating skills, and improve their BMAT and UKCAT skills.

### *Girlguiding Young Leader*

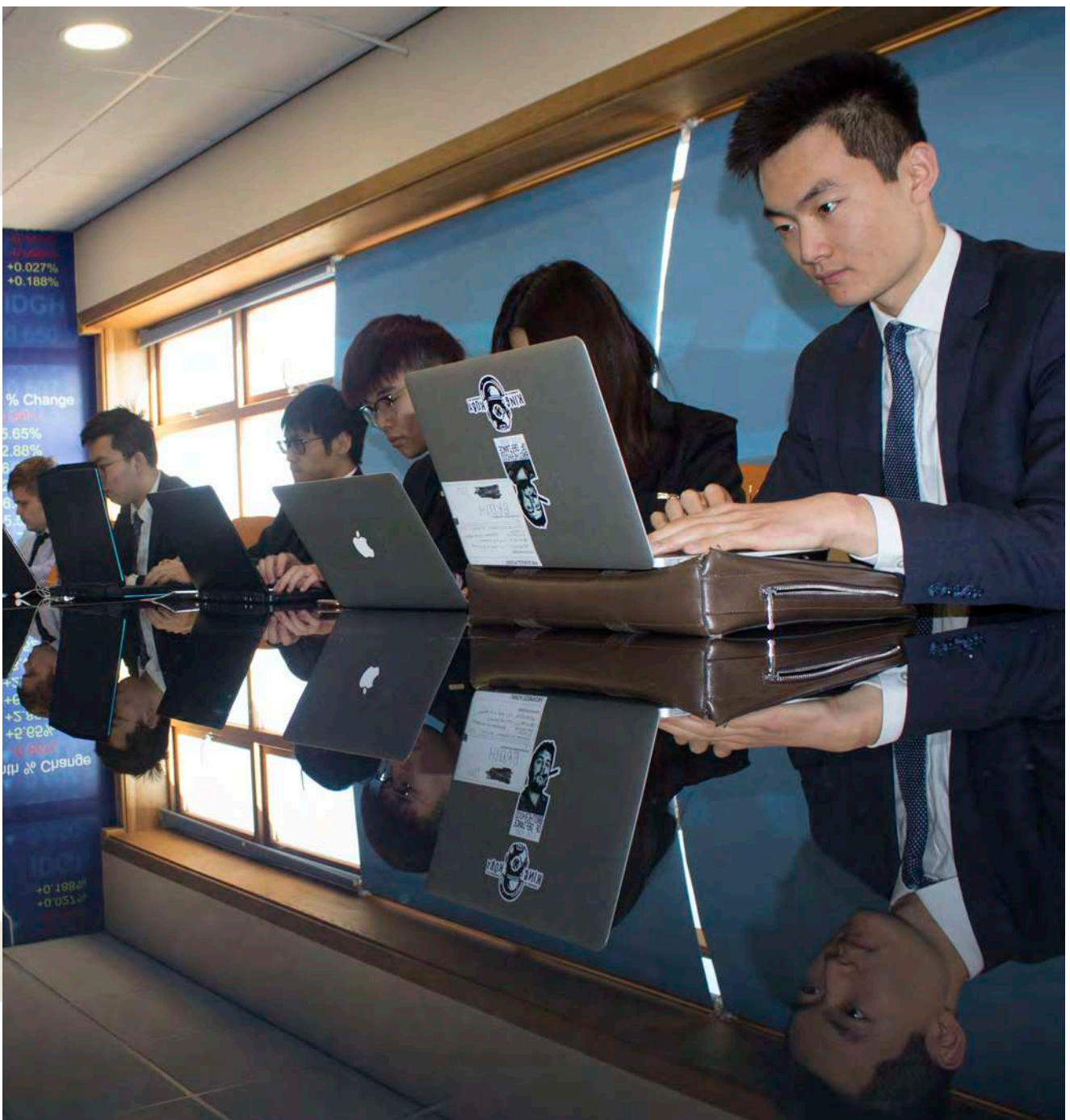
Are you looking for a volunteering opportunity that is active, positive and fun? Are you enthusiastic about helping others and working with younger children? Would you like to develop your leadership, communication and team working skills? Volunteering as a young leader with the new Thorpe Underwood Brownies Unit will mean a weekly commitment to assist the Brownie leaders during meetings. This could be joining in with activities or leading a game or song. You do not need to have any experience in Girl Guiding. Training will be provided and there will be an opportunity to gain a Young Leadership Qualification. This activity has a limited number of places. Preference will be given to those completing the Duke of Edinburgh's Award.

### *Model United Nations*

Every year, more than 400,000 students from primary schools, secondary schools, universities and beyond take part in a Model United Nations (MUN). By role-playing meetings like the Security Council and General Assembly, participants get a unique insight into how the United Nations works. They research, debate and try to solve some of the world's most pressing problems just like the real thing. It is great fun, giving students the opportunity to meet new people. It also helps to develop and demonstrate key skills like public speaking, teamwork and negotiation which will enhance UCAS applications.

## *Young Enterprise*

Young Enterprise is the UK's largest business and enterprise education charity. Every year this charity helps 225,000 young people learn about business and the world of work in the classroom under the guidance of a network of 5,000 volunteers from 3,500 companies. Students will have the opportunity to set up their own enterprise, under the guidance of a business mentor from industry. Students will compete against local, regional and national schools and attend several business networking and sales events.





# ENRICHMENT PAID ACTIVITIES 2020-2022

*Included in our extensive activities provision are a number of paid activity opportunities for students. Paid activities are provided to offer opportunities for students to specialize in certain individual activities, such as tennis or fencing, with more advanced technical coaching. Such activities require external venues and/or instructors and thus incur a cost and parental consent before a student commences paid activities.*

*Emma J Chapman - Head of Co-Curricular*

## *Community*

*CONTRIBUTE to the Collegiate community, organising fundraising for charity, volunteering for conservation and community work. e.g. regularly representing the Collegiate or competitive house etc.*

## *Brownies*

Brownies is a weekly activity for girls in Years 3 to 5. Girls who attend Brownies have a safe space to express themselves, develop skills for the future and have adventures. This is a fantastic opportunity for Chapter House students to socialize with girls in other year groups and make new friends. Brownies develop confidence and skills by experiencing new things and taking on challenges. From games and songs, to outdoor activities and sleepovers, Brownies allows girls to be themselves. Girls will have the opportunity to earn badges related to the things of interest to them – blogging, dancing, recycling, aeronautics, reading and stargazing are a selection of the badges the girls can choose from.

## *Rainbows*

Rainbows is exciting, friendly and a lot of fun! Children who join the Rainbows learn and grow through a programme of age-appropriate activities, trips and adventures – both in their regular meetings and at special events. Rainbows follow a fun and exciting programme that is all about learning by doing, developing self-confidence and building friendships. Girls get their hands dirty with arts and crafts, do sports, get in touch with nature and play games with girls their own age. Girls can join Rainbows from their 5th birthday.

## *Creativity*

*EXPRESS creativity through artistic design, performance, higher order thinking e.g. STEM, Poetry by Heart, chess, debating, gymnastics, dance and related colours etc.*

### *LAMDA - London Academy of Music and Dramatic Art*

With solo and shared lessons available with all abilities welcome. LAMDA is one of the UK's oldest and most respected awarding bodies. They have been offering practical examinations in communication and performance subjects for over 130 years. Their qualifications have helped hundreds of thousands of candidates of all ages and abilities to develop lifelong skills. LAMDA exams are about achievement, recognising and rewarding the endeavours of each individual – but they are also about empowerment. Attributes such as self-confidence and the ability to communicate clearly and present ideas are key features of LAMDA lessons, which aim to explore a range of performance skills either in solo or group sessions held throughout the week. Our group and solo lessons are available to be scheduled Tuesday to Thursday.



### *The King's Academy for Performing Arts*

The King's Academy for Performing Arts is now our much-established Saturday Drama School, which is held every week during term time. All abilities are welcome! All classes are practical and based around movement, acting for film and television, improvisation and musical theatre.

Classes, which are taught by industry professionals, are open to children aged between 6 years and 18 years. The King's Academy aims to promote skills in teamwork, confidence, eloquence of speech and public speaking/performance through an intensive but fun approach to practical group work. An annual performance showcase will take place each year when all students involved in the Academy take part.



## *Health and Exercise*

*PARTICIPATE in weekly activities beneficial to physical, social and mental wellbeing, showing dedication and improvement e.g. the gym, swim, spinning, team games, meditation, yoga, THRIVE, nutrition diary, achieving sports colours etc*

### *Fencing*

Fencing is one of the few sports to have featured in every modern Olympic Games. The game is a fast and athletic sport, which takes place on a 14m by 2m strip called a Piste. The action is so fast that it is judged electronically rather than by eye, so it is a fantastic sport to regularly practice building hand-eye coordination and flexibility. Lessons are taught in groups and all abilities are welcome.



### *Golf*

This off-site activity takes place at Rudding Park Golf Club under the guidance of the course head professional. It is available to all abilities, from complete beginners to future Ryder Cup stars! Participating in golf is good for your health and your heart - the average length walked for a round of golf ranges from 5-7km! Here at QE, students can learn golf in a leisurely, supportive environment, but can also take their golf lessons more seriously by entering competitions on an individual basis should they wish to. Lessons are taught in groups and all abilities are welcome.



### *Horse Riding Lessons*

This off-site activity takes place at a local riding school in Harrogate (approx. 25mins away). Lessons are available to Year 6-13, in groups for beginners, and semi-private lessons and private BHSII and BHSAI lessons are also available, so students can focus more intensely on specific riding skills and techniques, and develop their balance, coordination and stamina. Beginners, novice, intermediate and advanced riders can enjoy participating in this exciting activity. The riding school specialises in dressage, show jumping, cross country and style and performance, and owns a large selection of horses and ponies that are schooled to a very high standard.

The physical benefits of participating in horse riding include developing balance, improving coordination and increasing motor function. Further advantages include increased joint mobility, improved spatial awareness, strengthened muscles, patience, confidence and self-discipline.

### *Tennis*

Tennis lessons are provided here at QE by our tennis coach. Lessons focus on learning tactical and technical aspects of the game, as well as match play. Beginners to advanced lessons are available, students will be taught in groups based on their ability. All shared lessons are taught with a maximum of 4 students per lesson and students are grouped by their ability; this is to guarantee each student benefits from every lesson. Areas of teaching focus include topspin and slice groundstrokes, firm accurate volleys and progressing serving practice. Participating in tennis is an excellent full body workout and has the added benefits of boosting brain functions such as memory, learning, planning and tactical thinking.



## *Leadership*

*LEAD others so they follow your example e.g. mentoring a new student, motivating and inspiring the team you captain, player of the match if it relates to you influencing others, chairing a committee/council, being a prep buddy, debating and gaining support for your opinion, helping someone to improve or change their actions/behaviour etc.*

### *Combined Cadet Force (CCF)*

Sponsored and supported by the Ministry of Defence, the Combined Cadet Force (CCF) is a voluntary youth organisation that aims to provide challenging, exciting and enjoyable activities for young people to better prepare them for their role in the community and enhance their future career prospects.

QE's CCF includes both an Army and RAF section. The Army section follows the Army Proficiency Certificate (APC), which includes the following subjects: Drill and Turnout; Skill at Arms; Shooting; Map and Compass; Fieldcraft and First Aid. RAF section cadets are given the opportunity to fly in both powered aircraft and unpowered gliders with the possibility of gaining a pilot's license before they can even drive!

Both sections undertake initial training before gaining the opportunity to improve their skills and knowledge through attending range days, UK based trips/camps off-site and one annual overseas exercise available to them.



The progressive syllabus of both sections allows cadets to develop powers of leadership which are promoted from the beginning of their CCF career and can lead to attaining a position of responsibility within the Contingent. The more time invested in the Combined Cadet Force, the bigger the reward, which could lead to any of the following:

APC Basic

APC Advanced

RAF Part 1

RAF Part 2-4

Marksmanship accolades

Bronze, Silver or Gold Duke of Edinburgh's Award

Nijmegen Road Marching Badge

Method of Instruction (MOI)

Adventurous training qualifications

CVQQ BTEC Level 1 in Teamwork & Personal Skills for Uniformed Youth Organisations

CVQQ BTEC Level 2 in Teamwork & Personal Development in the Community

CVQQ Westminster Award





## *Duke of Edinburgh's Award*

The Duke of Edinburgh's Award is an internationally recognized qualification that will broaden students' horizons, allow them to learn new things and really have an adventure. The award is run at three levels, Bronze, Silver and Gold, which lead to a Duke of Edinburgh's Award. Students must be aged 14 or above for Bronze, 15 or older for Silver and 16 or older for Gold. Students must complete a personal programme of activities in four sections (five for Gold). Students will find themselves helping people or the community (Volunteering), getting fitter (Physical), learning a new skill (Skills), going on an expedition (and taking part in a residential activity - Gold only).

During the expeditions, students will be almost completely self-sufficient, carrying their own kit, camping and cooking their own food. Your expedition leaders will be close by, but it is the students' responsibility to complete the award, so an ability to work independently is essential. Students will work as a team, solve problems together, build friendships and have many experiences that will stay with you for years to come.

## *Further Information:*

### *How does my son/daughter sign up for a paid activity?*

Students can visit the Co-Curricular Office to gain more information about an activity they are interested in attending. For them to attend a paid activity, they must have Parent/Guardian consent via the Parent Portal.

### *How much notice do I need to give to cancel my paid activity?*

A Parent/Guardian must give 1 full term's notice to cancel a paid activity. Such notice is required to forecast numbers and ensure sufficient lessons are available and staffed in good time. The Paid Activities Cancellation Form can be found on the Parent Portal.

### *If my son/daughter is unable to attend a paid activity who should we tell?*

Students are encouraged to visit the Co-Curricular Office to inform us if they are unable to attend their activity, so the instructor can be made aware. We will endeavour to make up missed lessons if students are unable to attend due to other commitments in school, but unfortunately this is not always possible. If you require further information about any of our Paid Enrichment Activities, please do not hesitate to contact [activities@qe.org](mailto:activities@qe.org).

## *Enrichment Trips*

*We strongly believe that residential trips provide students with memorable experiences where they can learn more about themselves and the wider world. Each year we provide a wide range of exciting and rewarding residential trips in the UK and overseas at weekends and in the holidays. These include the opportunity to learn or master a skill such as skiing or diving in Europe; contribute to conservation and community projects in Africa, Asia and Australia; and learn about history and culture in major cities such as Barcelona, London, Rome, New York and Washington DC. All our trips aim to develop a passion for exploring the world and equip students to become accomplished travellers; developing skills to navigate both rural and city landscapes, reading public transport systems and timetables, and ordering food in a new language.*





## *UK and International Residential Trips: Frequently Asked Questions:*

### *How do I apply for my child to join a residential trip?*

Each summer, our UK and International Residential Trips Brochure will be sent to parents by email introducing the residential opportunities available for the next academic year. A letter for each residential trip will usually be sent between May and December, detailing the itinerary, demands and cost of that trip. It is important that your child is aware of the nature of the trip and what it involves so they are happy to participate in the full adventure. An Application and Consent Form will be available on the Parent Portal when you receive this letter.

### *How do I know if my child has a place on a residential trip?*

All trips require a minimum of 15 students to be viable, however, our trips are often oversubscribed. Applications for a place on a trip will be reviewed by the Trip Leader and the relevant Boarding, Co-Curricular, Pastoral and School Team, who will consider a variety of factors to confirm places. This includes, but is not limited to, number of places, accommodation configurations and the student's conduct in school and/or boarding. The parents of all applicants will be emailed once all places are filled; please note this may take a number of weeks, however, it should be shortly after the deadline for applications closes. When a trip is oversubscribed, and it is not possible to increase the number of places, unsuccessful applicants will be added to a reserve list and contacted if a place becomes available. Students with a poor conduct record will not be added to a reserve list.

### *When will I be financially committed to the residential trip?*

Once your application for a place on a residential trip is received and a place has been confirmed, you will be financially committed to the trip. Charges will be added in full to your school account.

### *What happens if I withdraw my child from a residential trip?*

Should you need to withdraw your child from a residential trip, please email [trips@qe.org](mailto:trips@qe.org) as soon as possible. The Co-Curricular Trips Team will always endeavour to find a replacement; however, this cannot be guaranteed and should not be relied upon. Please note, once your application for a place on a residential trip is received and a place has been confirmed, charges will be added in full to your school account. Only if a replacement can be sourced in good time will a refund be possible. For some trips, this may incur a flight name change charge.

*If my child attends a residential trip will I receive updates about their participation?*

All parents will receive confirmation when a residential trip arrives at its destination and back to QE. In addition, a mid-week email update will be sent, with further details and photographs available on the QE Facebook page, where possible during a trip.





# PERFORMANCE SPORT PROGRAMME - EXCLUSIVE TO QE

*Athletics, Basketball, Cricket, Football, Hockey, Netball, Rugby, Swimming*

*For each of the eight sports above we run three separate “Performance Sport Programmes”, free of charge, covering:*

*Year Groups 7, 8 and 9*

*Year Groups 10 and 11*

*Year Groups 12 and 13*

*We provide all the following for all eight sports at all three age groups:*

- A competitive environment where high achieving sports students can use a games-based approach to learning, using situational training to improve decision making and tactical knowledge. Group sizes are kept at a level that all students are getting consistent contact time and are active throughout the entire session.
- Skill development sessions built to improve technical facets of each sport where students can access designated times to work in isolation and in very small groups on key areas of improvement. Each session will also aim to give the student enough resources, enabling them to repeat these drills and sessions in their own time to facilitate consistent growth.
- Age based strength and conditioning programmes that, as the students mature, will link more closely with their IDP (Individual Development Plan). Students will begin with how to complete basic movement patterns that promote injury prevention and build a strong base to improve performance. At the end of the pathway students will be able to perform and plan strength and conditioning programmes that would be expected of them in professional sport and link it to their own IDP.
- Access to video analysis tools that will foster learning and development in a technology-based environment appropriate to teach today’s youth. ‘Hudl’ will allow dialogue between coach and player where they can receive immediate feedback and view their own performance and technique in key areas.

- Nutritional support which will encourage students to understand and apply key concepts of how a balanced diet can affect performance and recovery. Workshops will allow students to learn when and what to eat regarding sporting performance and a healthy lifestyle, with the overall aim of them being able to make smart choices and access their athletic potential by the end of the pathway. Being on the Performance Sport Programme entitles the student to a nutrition card that allows the bearer to extra portions of healthy food in the dining hall to maximise growth and recovery.
- Access to specialist coaches that can push students to achieve their potential in their sport. Specific feedback and an environment that promotes self-improvement and team accountability will be paramount. Here, students will fully understand what is to be expected of them by the end of the pathway into senior sport and will allow easy integration into school senior teams. Coaches will have the ability to add or remove students that are showing, or not showing, the required dedication and commitment.
- Physiotherapy and sports massage are available twice weekly, should the student require.

*“QE has some of the best facilities in the country.” Former England Head Rugby Coach, Stuart Lancaster*

- All programmes follow a unique scheme of work including the latest in tactical, technical, physical and mental training. They are designed with individual talent development as the key component and each player will receive an individual specific development programme in order to reach his/her potential. As well as fixtures against regional opposition, there is a fixture programme that allows the students to test their skills against schools and teams from all over the UK.





# THE MEDICAL CENTRE

*On campus we have our own fully equipped £500,000 medical centre that was recently described by an ISI inspector as a 'mini BUPA'.*

When it comes to the healthcare of our own students, no other school comes close in providing first class medical support.

The school medical centre houses three assessment rooms, four dedicated medical bedrooms, a waiting room and reception. You can be assured that whilst on campus our students receive excellent medical assistance should they require it.

Students are free to visit the medical centre at any time should they feel unwell and our on site qualified nurses are available to assist.

Our ambulance buggy can aid in getting a sports person from the pitches or sporting facilities to the

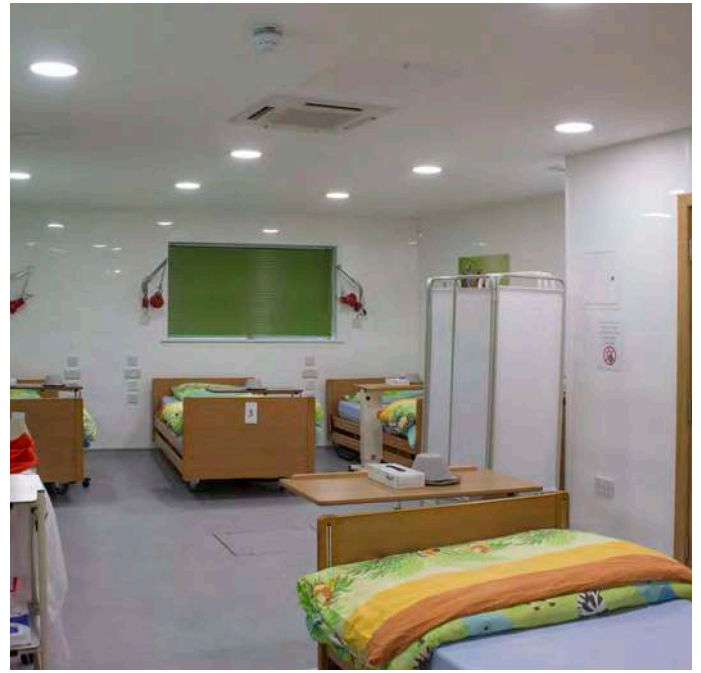
medical centre as quickly as possible should we ever experience a sporting injury.

We also have our own fully functioning and equipped four wheeled drive ambulance. The medical centre is staffed around the clock by two fully qualified nurses, with doctors running additional surgeries during the daytime.

We have full resuscitation kits, oxygen and entonox, along with defibrillators in our fitness suite, sports hall, swimming pool and in other central areas around campus.

Queen Ethelburga's has one of finest medical centres in any school throughout Europe.







# BOARDING AT QUEEN ETHELBURGA'S

Our boarding accommodation is amongst the best to be found in Europe. We have invested both time and money in ensuring that our boarding accommodation is to the highest standards of comfort

We understand and are responsive to the need for our school to be a happy and co-operative environment in order to meet our high academic aims. Our campus provides a wonderful base on which our pupils can build a thriving and fulfilling school life. All staff have a great deal of experience in providing the warm and supportive atmosphere which has led to more and more pupils choosing to live on campus.

Every boarding bedroom is provided with a direct-dial telephone, timer controlled plasma 32 inch TV / DVD complete with Sony PS3, mini-kitchen with fridge, a hair dryer, iron and board, wash hand basin,

heated towel rail and fan. All bedrooms are air-conditioned and have their own individual, private en-suite bathroom with toilet and shower. Sixth Form students share top of the range apartments fitted with 3 seat leather settee, 55 inch LED TV and their own laundry facility and printer.

There are cosy communal areas such as kitchens and common rooms with satellite TV / DVD and music centres. The freedom to go out at weekends is an important part of life. Weekend trips for younger students and shopping in Harrogate or York is always popular with our older students. On Sundays, all manner of places can be visited: theme parks, historic sites, exhibition centres, ice rinks, tourist attractions, cinemas, theatres, concert halls - the list is endless.



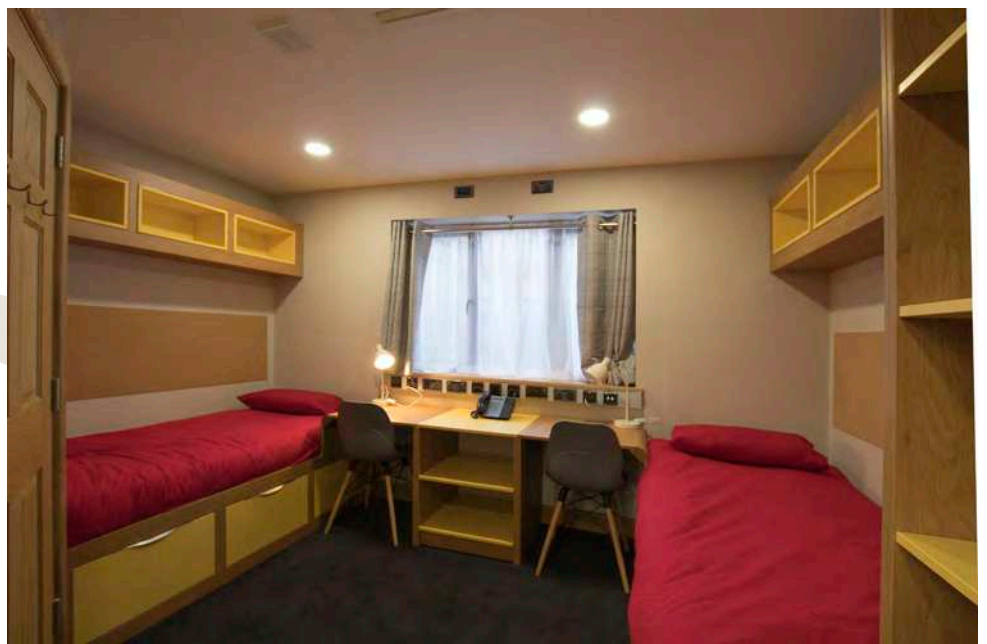














## *Boarding in the Sixth Form*

There is nothing else in the UK similar to our Sixth Form boarding accommodation.

Court Apartments is home to our Sixth Form boarding students and houses our senior apartments. We have invested significantly in this one building alone and as you would expect the quality and facilities are superb. Each fully air-conditioned apartment is accessed by a key card hotel lock.

The study area allows dedicated space for each student, along with their own set of glass shelves and magnetic dry wipe board.

There is also a direct dial phone provided in every

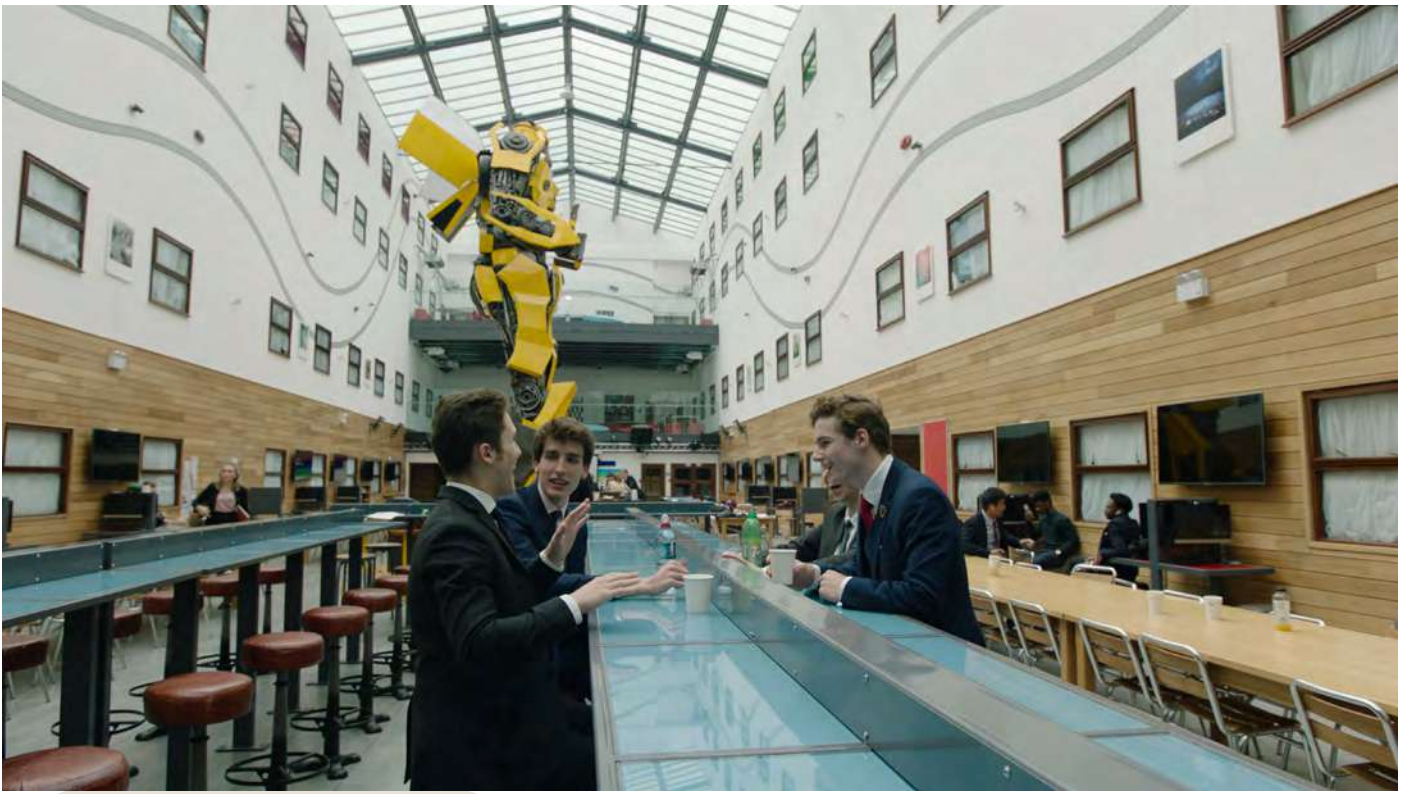
apartment. There is a 55inch LED ultra thin Smart TV with PS4.

Each apartment has a comfy leather sofa and footrest. Ample storage comes from dedicated wardrobe space, your own chest of drawers and underbed storage. Ironing facilities, a trouser press and your own personal safe are also included.

The en-suite shower and separate toilet are fitted out with travertine marble tiles and include heated towel rail, hair dryer and power shower.















*The well equipped kitchen area houses a microwave, mini dishwasher, sink, mini fridge and full size domestic washer / dryer, along with toaster, kettle, a Tassimo coffee maker and additional cupboard storage.*





# PASTORAL SUPPORT - BOARDING

*Within the boarding community we pride ourselves on the care and support that we offer each of our students. We aim to create a homely environment through the program of house activities we provide; the toast time tradition, baking at the weekends, cookery evenings and student run socials are just a few of the activities that students enjoy regularly.*

Our house staff are always keen to tailor our activities to suit the needs of the students from walking at the weekends during examination times to our more formal events including the Christmas dinner, the Spring Term Social and the Summer Ball. Our student welfare program runs seven days a week and helps our students to thrive; it gives them workshops and sessions they can attend to help them overcome any problems that they may face and are run by a designated team of experienced Pastoral

Team Leaders. Our boarding environment is a product of our students and our boarding councils, and boarding prefects ensure that the students' voice is listened to and responded to by our management team. Their ideas and willingness to participate in school service ensure that we keep developing boarding to suit the needs and wishes of the students and we hope that boarding will continue to grow stronger each year through this partnership.



**THRIVE@QE**  
A range of sessions, activities and workshops to promote and support wellbeing

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKENDS
<p>Study Skills 9-9.30am</p> <p>Cultural Awareness 9-9.30am</p> <p>Tea &amp; Talk for KM 12.30-1pm</p> <p>Food for Thought 12.30-1pm</p>	<p>THRIVE@CH 8.30-9am</p> <p>Mindfulness &amp; Relaxation 12.30-1pm</p> <p>Tea &amp; Talk for KS4 1.30-2pm</p>	<p>Tea &amp; Talk for Y12 12.30-1pm</p> <p>Kitchen Garden 12.30-1pm</p> <p>Mindfulness through Art 12.30-1pm</p> <p>Thrive through Drama 12.30-1pm</p> <p>CH Wellbeing Wednesday 3.40-4.10pm</p> <p>Managing Emotions &amp; Conduct 4.20-4.50pm</p>	<p>Meditation in the Reflection Room 8.10-8.25am</p> <p>Wellbeing &amp; the Web 9-9.30am</p> <p>Dealing with Stress 9-9.30am</p> <p>Identity: Where do I Fit? 12.30-1pm</p> <p>Tea &amp; Talk for Y13 1.30-2pm</p> <p>Faith Perspective 1.30-2pm</p> <p>CH Yoga 3.10-3.40pm</p> <p>Thrive through Fitness 4.20-4.50pm</p>	<p>THRIVE@CH 8.30-9am</p> <p>Tea &amp; Talk for Friends 9-9.30am</p> <p>Anti-Bullying Council Drop-In 12.30-1pm &amp; 1.30-2pm</p> <p>Peer Mentor Support Drop-In 12.30-1pm &amp; 1.30-2pm</p> <p>Teambuilding 12.30-1pm</p>	<p>THRIVE@QE Drop-In Saturday &amp; Sunday 11am-4pm</p> <p>Keeping In Touch Club Saturday 2.30-3.30pm</p>

**ONLINE**

SCAN ME

For further information contact The Pastoral Team  
[pastoral@qe.org](mailto:pastoral@qe.org)  
 Bronte building, ground floor  
[www.qe.org/home/pastoral-care](http://www.qe.org/home/pastoral-care)

Five ways to wellbeing | Five ways to THRIVE@QE

# EXCELLENCE IN INTERNATIONAL STUDENT PROVISION

*"The QEGUK logo denotes an educational establishment's commitment to the highest standards of performance, covering all aspects of international student provision, through adherence to a robust, holistic quality assurance process, culminating in a rigorous audit, once every three years."*



*QEGUK identified Queen Ethelburga's Collegiate as an outstanding example of quality practice with regard to international students and in the context of the care provided to all of its pupils. The report highlighted:*

The same level of provision and protection is afforded to international students as to those students placed from within the UK.

- Careful attention is paid to cultural issues and the connection between care and education/ learning.
- The Collegiate's approach to pastoral care is of a high order and illustrates forward-thinking with regard to the outcome dimensions underpinning wellbeing.
- Leadership of boarding is not only highly effective but also ensures that arrangements for accommodation, care and support are fit for purpose in the modern world.
- Effective links are formed between boarding and the wider Collegiate, with an encouraging understanding that pupils also need personal space and relaxation at times, and benefit from highly dedicated staff who perform a 'parenting' role.
- International students commented on the way in which they are made to feel immediately at home and welcome; the high level of pastoral and academic support they receive; the facilities and opportunities available to them; the concern staff show for their safeguarding and mental health needs, ('the staff are always keeping us safe').



# “THE ATRIUM”



The Atrium is a social space for all Sixth Form students. It houses study and dining areas, the world's largest "Bumblebee" transformer, a genuine bi-plane, computers, table tennis, pool tables, vending machines, iPads and 4 separate lounges. Our students achieve higher academic results being in a modern and inspiring environment.

This unique space was developed to allow our Sixth Form students to have their own area; modern and stylish it gives our students chance to mix with each other in a social environment, and also be close to their own rooms.

The building houses over 300 studio apartments, a

huge study space on the top floor, amazing common rooms and a dining area.

Both male and female students can use this communal space whilst access to the bedrooms is strictly controlled with separate wings for male and female students.



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# QE SPORTS VILLAGE - SPORTS HALL



## *Sports Hall*

Our multi-use 'Genesis' sports hall is suitable for a range of activities from recreational through to elite level.

What is in effect a 'triple' standard size, our sports hall makes a flexible, light and airy facility with sprung maple flooring and it can cater for a range of events both sporting and non-sporting. It is home to the Yorkshire Jets NPL Netball Academy and our National League Basketball club and is regularly used to host tournaments. It is also used to host such events as our annual Festival of Gym and Dance, utilising audio visual and PA systems to put on what is a truly spectacular show.

The sports hall dimensions are 48.5m long by 30m wide, with retractable dividing nets between courts, to give greater flexibility.

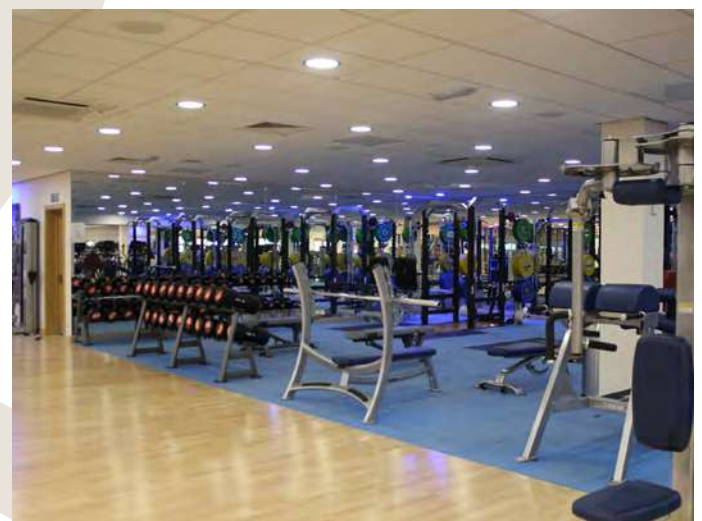
*The facility incorporates:*

*3 x Basketball Courts*

*3 x Netball Courts*

*3 x 5-a-side Football Pitches*

*12 x Badminton Courts and Indoor Cricket Nets*





# QE SPORTS VILLAGE FITNESS & CONDITIONING SUITE

## *Fitness Suite*

*Opened in January 2013 by Stuart Lancaster, Ex England Head Rugby Coach, this state of the art £1 million 100 station senior fitness suite is a highly professional resource.*



The fitness suite is fully air conditioned, with surround sound music system and multiple satellite TV screens. In fact, everything you would expect from the very best professional training gyms.

All equipment is top end commercial grade and has been put to the test by the Yorkshire Carnegie Rugby team. The equipment is of the highest standard, and each cardiovascular item, from treadmills to bikes and arc trainers, include colour TV and iPod connection. We have a full range of functional and strengthening equipment, along with areas for stretching, warm up and cool down exercises.

The fitness suite has a dedicated reception and access gates, which can be restricted if required. There is a sports treatment room within the fitness suite, along with 2 changing rooms which also have saunas, steam rooms, and cryotherapy cold spa baths. Water fountains are provided throughout the gym, from which direct access is provided to the playing pitches, making moving from indoor to outdoor training both easy and practical.

We have already expanded due to high demand, and our new dedicated weights area covers over 180 square metres. This facility has further increased our lifting bar and free weight area to 4 lifting platforms with additional Olympic lifting bars.



# QE SPORTS VILLAGE FITNESS & CONDITIONING SUITE





# QE SPORTS VILLAGE SPORTS SCIENCE



## *Sports Science*

Sport science is a discipline that studies the application of scientific principles and techniques with the aim of improving sporting performance.

Sport science incorporates areas of physiology, psychology, motor control and biomechanics, but also the areas of nutrition and diet, sports technology and performance analysis, amongst others. All this is aimed at enabling the modern sportsperson to achieve their best results and live up to their full potential.

Here at Queen Ethelburga's, we recognised that a sports science facility is key to the development of our elite sportsmen and women, and by investing in such a laboratory and related facilities, we also have the perfect tools to develop the skills of those students who wish to pursue a career in this growth area.

The Sports Science Centre, that came on line in 2015, provides Queen Ethelburga's students with a state of the art laboratory that incorporates a specialised exercise science and movement analysis testing and monitoring facility, together with equipment designed for assessing a broad range of health and fitness indicators, including 12-lead ECG exercise tolerance testing, dynamometry, body composition and cardiovascular fitness assessment, to direct exercise prescription, rehabilitation and training programmes. Equipment includes a Cybex / Humac norm, a Woodway Desmo, Tenturi T90, plus Wingate, Monark and Veletron bikes all with associated computer analysis equipment and software.



[www.qe.org](http://www.qe.org)



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# QE SPORTS VILLAGE AQUATICS CENTRE



## *Swimming*

Swimming is an integral part of the Collegiate curriculum for students (Y1 to Y11). It is also a popular extra-curricular activity throughout the whole Collegiate, whether that is swimming for beginners, recreational swimming or squad training. While all sessions are led by fully qualified staff, squad training is exclusively led by our Level 4 coach, Ken Smith.

QE's 25m four lane swimming pool was opened for the dedicated use of our students. A recent multi-million pound upgrade in sporting facilities has seen the installation of an international standard race timing system, a digital scoreboard and spectator seating for 300. Within the aquatic complex there are now 3 saunas and 3 steam rooms, along with a large jacuzzi.

The pool programme at QE is now further complemented by the 100 station Senior Health and Fitness Gym.

This includes a 30 station Senior Free Weights Area, where students can receive on-going guidance that allows them to follow a swimming specific strength and conditioning programme. As well as these, the aquatic facilities include cryotherapy cold spa baths, to aid with rehabilitation and post training recovery. In support of this, QE has its own Sports Science Laboratory and Physiotherapy and Sports Treatment Centre. Accessed directly off pool side, our sports investment has also added 3 computer controlled endless swimming pool speed trainers.

The Endless Pool propulsion units can each move up to 19,000 litres a minute through two grills that straighten and smooth the water's flow. They are the choice of elite swimmers wishing to improve stroke, distance, speed and technique.

# QE SPORTS VILLAGE AQUATICS CENTRE

This system provides a unique flow current system which produces an ideal, broad, deep, non-turbulent swim current that is wider than your body and deeper than your stroke. It is remarkably free of waves and bubbles, making it the choice for coaches looking for closer one-to-one coaching than can be provided in the big pool. A computer controlled water flow ensures the coaching team can precisely measure speed and distance.

As part of the aquatic centre, we have also installed three underwater hydraulic Aquatic Treadmills. Studies show that underwater treadmills are a viable alternative to land-based treadmills, especially as part of injury rehabilitation and prehabilitation programmes.

The water's natural buoyancy gently supports joints to encourage free movement as you work against resistance in all directions. This ensures that you burn just as many calories, while enjoying an increased range of motion, and suffer less muscle soreness - all while avoiding the pounding of land based exercise.

Sports people unable to exercise on land can, therefore, achieve immediate rehabilitation results in water. The treadmills can be used in conjunction with the resistance current to vary the intensity of your walk or jog, working core conditioning and power. By adjusting the speed of both the treadmill and the current you can create individually tailored workouts to further develop several aspects of fitness.

Identical endless pool system and underwater hydraulic treadmills were used by Alistair Brownlee, who won his gold medal after winning Britain's first Olympic triathlon title, and his brother Jonny, who took the bronze medal.

The difference is we have invested in 3 complete systems and QE's are inside, as part of our Aquatic Centre, and not outdoors in the front garden, as was the case for the Brownlee brothers!

Queen Ethelburga's offers three age specific sport pathways for swimming, led by Lead Swimming Coach, Ken Smith: 11-14 (Years 7-9), 14-16 (Years 10-11) and 16-19 (Years 12-13)

All 3 programmes include a pre-season training camp and specialist coaching days over the course of each year, giving an early exposure to the latest coaching developments within the sport. The programmes are designed for aspiring athletes who have the potential to achieve excellence in swimming, and in doing so, perform at the highest possible level. At the same time it gives access to an elite programme that is integrated into the curriculum. QE offers sports scholarships for those performing at a minimum standard of County level (see the Sports Scholarship page for further details). The programmes are all designed to accelerate the swimming and athletic development of the students. All progressive pathways to the elite level are available, subject to achieving the requisite standard of performance.





# CREATIVE ARTS, DRAMA AND MUSIC

## THE KING'S THEATRE



### *Welcome to the King's Theatre at Queen Ethelburga's*

The King's Theatre is part of Queen Ethelburga's Collegiate and home to 'QE Performing Arts'. Our Theatre is a full scale professional venue which has a seating capacity of 314. We aim to provide a wide and vibrant range of creative engagement opportunities, a great many of which are produced in house, while others are invited in and help to make up our diverse programme each year.

The King's Theatre boasts an impressive team, offering students the opportunity to work alongside industry professionals in all activities from LAMDA tuition, full-scale productions and in sessions at The King's Academy for Performing Arts – a weekend activity.

The King's Theatre is proud to share a large part of their creative engagement programme with the local community, offering a broad array of practical workshops, performances, musical festivals, talks and presentations throughout the year. We are particularly proud of our partnerships with local schools and strive to forge positive links whilst promoting creativity and diverse opportunity for all.

The Creative Arts teams across all four schools offer a full and varied co-curricular programme for all year groups, featuring regular drama productions and workshops. Drama within the Collegiate allows students to explore situations, roles and relationships derived from real and imaginary life.



# CREATIVE ARTS, DRAMA AND MUSIC

## THE KING'S THEATRE



Classes provide students with the opportunity to develop a wide range of skills such as movement, mime, improvisation, play building, script-writing and public speaking.

Opened by Jennie Bond - Royal Correspondent, our state of the art theatre gives students of all ages the opportunity to perform on stage in front of an audience. It features full lighting and sound booth, curtains and orchestra pit. The theatre and all rehearsal spaces in the Phoenix Centre are air conditioned.

Previous drama productions for Year 6 to Year 13 include *Oliver!*, *Les Miserables*, *Hairspray* and *Phantom Of The Opera*.







# APPLICATION PROCESS

*Our application process is quite simple and straightforward*

If you wish to make a full application to the school you need to complete our application form. This can be obtained from our Admissions office, one of our in country representatives or one of our international agents.

Please submit the completed application form along with the following:

*A copy of your passport*

*A copy of the last two years' school reports*

*Any certificates of achievements etc. that may assist in your application*

Once we have the above we can then issue instructions on our entry tests.

International students are required to complete the following as part of their application:

*An Online English Test*

*Cognitive Ability Test (CAT4 Test)*

*Personal Resume*

*Personal Interview, either in person or using SKYPE*

All of the above testing is done using a computer. The tests are internet based and will require invigilation so we will need to contact your school, agent or test centre to administer the tests.

Once all of the above are complete then we can make an offer, if you meet our entry requirement.

If your application is successful you will receive an offer detailing the course you have been accepted to, the start date and the termly fee for your course.

Please read the offer letter very carefully as it contains important information.

We do not charge an application fee, only a 295 GBP registration fee should the student wish to accept the offer. The overseas refundable deposit is equivalent to 1 term's full fees.

If you require any assistance with the application process please do not hesitate to contact us.

We also welcome you to visit our campus for a personal tour where you can see the amazing facilities we have to offer. You will also have the chance to meet one of our senior academic staff who can talk you through the different courses and subject choices available.

*Please note that tours of the school are strictly by appointment only.*



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# LOCATION MAP

*We are situated in the village of Thorpe Underwood just off the A59, which runs between York and Harrogate*

