

# School inspection report

23 to 25 September 2025

## Scarborough College

Filey Road

Scarborough

North Yorkshire

YO11 3BA

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

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## Summary of inspection findings

1. Governors work closely with senior leaders to provide thorough oversight of school policies and procedures. Leaders meet regularly to discuss and evaluate the educational provision. They take well-considered actions to improve and develop opportunities for pupils and ensure the Standards are met.
2. Leaders provide parents with a suitable complaints policy which includes an appropriate three-stage procedure and clear timescales. At the start of the inspection, the number of formal complaints registered during the previous academic year was not recorded accurately on the school's website. This was rectified during the inspection.
3. Teachers demonstrate thorough subject knowledge which they use to plan stimulating and varied lessons. They routinely adapt their teaching and support the individual needs of pupils. Pupils make good progress in their work throughout the school. Senior pupils achieve well in their GCSE and International Baccalaureate (IB) Diploma Programme examinations.
4. Leaders in the early years provide a varied and creative curriculum for children. The range of lessons and activities promotes children's learning and physical development. Children make good progress and approach their education with self-esteem and confidence.
5. Leaders maintain an appropriate approach to the management of risk overall. Risk assessments for the school's premises, accommodation and off-site trips and visits are thorough. However, post-trip evaluations of risk assessments for activities and excursions which take place off site are inconsistent and sometimes lack thoroughness.
6. In line with the school's aims, staff work effectively to consider and promote pupils' pastoral wellbeing throughout the school. The school is an open and tolerant community where pupils approach their education with enjoyment and confidence. Pupils maintain friendly and inclusive relationships with each other and with their teachers. Pupils act responsibly, listen carefully to alternative viewpoints and show respect and kindness towards others.
7. Pupils are encouraged to take part in a broad and stimulating programme of sporting and physical activities. They play a range of traditional and alternative sports and use the local environment for coastal activities. Pupils understand that regular exercise provides a balanced lifestyle and supports their mental and physical health.
8. Boarding staff promote inclusive and positive relationships within the boarding community. Boarding accommodation is clean, well maintained and comfortable. Experienced leaders provide boarders with care and guidance so that their emotional wellbeing is supported consistently.
9. Pupils in the prep school gain an understanding of some of the career opportunities available to them in the future. Sixth-form pupils are provided with informative guidance about the options open to them when they leave school. However, the careers programme does not enable pupils in Years 7 to 9 to acquire a sufficiently wide-ranging understanding of employment pathways.
10. Leaders promote a robust safeguarding culture. Leaders with responsibility for safeguarding are trained well. Staff demonstrate a secure and confident understanding of how to respond to any safeguarding concerns. Leaders undertake the required suitability checks on adults before they

begin work at the school. Some documentation in staff personnel files has been retained for longer than necessary. These documents were removed during the inspection.

## The extent to which the school meets the Standards

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

## Recommended next steps

Leaders should:

- ensure that the number of formal complaints registered with the school during the previous academic year is accurately recorded on the school's website
- enhance careers teaching for pupils in Years 7 to 9 so that they are more widely informed about future career options
- refine and strengthen the evaluation of the potential risks associated with school trips after they have taken place
- ensure that evidence of suitability checks is not retained in staff files for longer than permitted by statutory guidance.

## Material change request

11. Inspectors considered the school's request for a change to the details of its registration to include an increase in capacity from 575 to 625.
12. Leaders have planned effectively for the proposed material change. Plans are in place to meet the needs of the proposed additional pupils through the continuation and enhancement of current provision.
13. Leaders implement suitable arrangements for the management of health and safety and for the prevention of risk from fire. They have undertaken a programme of building and refurbishing of classrooms, sports and sixth-form facilities, the dining hall and boarding accommodation to provide additional space for pupils throughout their time in school.
14. Leaders have considered staffing arrangements so that increased numbers of pupils will continue to be supervised diligently and effectively. This has included the expansion of the senior leadership team and appointment of additional teaching staff. Boarding leaders have drawn up appropriate plans to extend provision to meet the needs of additional boarders.

15. Leaders have expanded the safeguarding team in preparation for the proposed material change. They have also increased the number of days a visiting counsellor attends the school to provide support for pupils' welfare.
16. It is recommended that the requested material change be approved.

## Section 1: Leadership and management, and governance

17. The governors work closely with senior leaders to challenge, scrutinise and support evaluation of the school's policies, curriculum and wider educational provision. Governors visit the school regularly to spend time with leaders, pupils and staff. They assure themselves that leaders have the required knowledge and skills to fulfil their roles effectively.
18. Leaders maintain a visible and friendly presence around school. They visit boarding houses, conduct lesson observations and consult with pupils and staff to hear their views. They implement policies and procedures which are in line with regulatory and statutory requirements effectively throughout the school. Consequently, the Standards are met consistently.
19. Leaders maintain a clear school website which makes all required information accessible to parents. Staff provide written reports for parents so that they are informed about their child's academic, personal and pastoral progress. The school publishes regular and informative newsletters which include details about forthcoming events.
20. Leaders evaluate the school's educational provision thoroughly. They consult with staff when considering school development and take appropriate decisions to improve the curriculum. In response to staff consultations, leaders provide global politics and BTEC qualifications for sixth-form pupils. In the prep school, leaders have implemented the 'Yorkshire Pebbles' outdoor programme which encourages pupils to take part in a wide range of activities and to develop new interests. As a result of such measures, the curriculum and educational provision widens pupils' knowledge and supports their personal development.
21. Leaders seek out external guidance and expertise in identifying ways in which they can improve school policies and practices. An external audit of the early years provision has led to an improved approach to lesson planning which supports children's individual needs more effectively. A performing arts specialist has advised and helped the school to increase drama opportunities for pupils throughout the school.
22. Leaders in the early years offer guidance to staff through a regular schedule of supervision meetings so that children's individual needs are understood well. Leaders maintain constructive and effective communication with parents. They promote a secure and nurturing environment so that children's wellbeing and development is supported well.
23. Staff with boarding responsibilities are suitably trained for their roles and fulfil their boarding duties effectively. Boarding staff prioritise the wellbeing of the boarders they care for and look after their pastoral and academic needs carefully. Leaders promote inclusive and respectful relationships in the boarding houses. The National Minimum Standards for boarding schools (NMS) are met consistently well.
24. Leaders maintain an appropriate complaints policy which includes a clear three-stage process and suitable timescales. Leaders and staff respond in a timely manner to parents when informal concerns are raised. Any formal complaints are managed in line with published complaints procedures. Leaders maintain suitable records which include decisions, actions, resolutions and any lessons learned. Leaders have not consistently recorded the number of formal complaints registered in the previous academic year on its website. This was rectified during the inspection.

25. Leaders maintain constructive and timely links with external agencies. They notify the local authority as required when pupils leave or join the school at non-standard transition points.
26. Leaders maintain a suitable approach to the management of risk. They oversee the drawing up and review of appropriate risk assessments for the boarding and daytime premises. Staff consider the level of potential risks associated with off-site excursions and identify the means by which they may be managed. However, there is an inconsistent approach to the evaluation of risk assessments for educational visits after they have taken place. This means evaluations do not always take into account the specific risks which were associated with the trip's activities.
27. Leaders fulfil their responsibilities under the Equality Act 2010. They implement an appropriate accessibility plan which seeks to improve pupils' access to the curriculum and premises. Leaders make suitable adjustments to classrooms, resources and the timetable for pupils who have special educational needs and/or disabilities (SEND). Leaders consult with the local authority about any funding arrangements for pupils who have an education, health and care plan (EHC plan).

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

- 28. All the relevant Standards are met.**

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

29. Leaders implement a broad curriculum which carefully considers the needs of pupils. Sixth-form pupils study the IB Diploma Programme but may also choose alternative options such as a BTEC National Diploma in sport. Pupils approaching GCSE examinations choose from a wide range of options including business studies, and philosophy and ethics. Pupils in the prep school are mainly taught by specialist teachers and develop a deep understanding of the topics they are taught.
30. Leaders provide oversight of the curriculum through a comprehensive schedule of learning walks, lesson observations, scrutiny of books and staff appraisal. The curriculum reflects and supports the values of inclusion and democracy. Pupils in geography, for example, study globalisation, develop their understanding of different cultures and explore how social media influences international politics. Pupils achieve well in their GCSE and IB examinations and, throughout the school, pupils make good progress in their work and are prepared well for the next stages of their education.
31. Teachers have secure subject knowledge which they use to plan and deliver effective lessons. They provide a range of resources so that pupils develop and broaden their skills and understanding through engagement with practical activities. In art, for example, younger pupils experiment with mixing paints to blend different shades and colours. Older pupils use digital platforms in English to effectively edit imaginative and detailed diaries based on the book they are reading in class. In economics, teachers ask sixth-form pupils challenging questions about the relationship between different international currencies so that they widen their knowledge about global economies.
32. Pupils demonstrate responsible and thoughtful attitudes to their learning. In science, for instance, pupils share their presentations about sustainability and listen carefully to the viewpoints of others. Pupils use prior learning and knowledge in mathematics when they use their knowledge of prime numbers to explore the topic of prime factors. In history, senior pupils respond well to specific guidance and advice to re-draft and improve their historical analysis and understanding. Pupils are proactive and diligent learners and develop their skills and understanding consistently.
33. Academic leaders implement an appropriate assessment programme to track and monitor pupils' progress. Staff respond to assessment outcomes so that pupils' academic needs are supported effectively. In the prep school, for instance, leaders adapt the timetable and include additional mathematics lessons to support pupils who require additional support. Staff provide booster clinics to extend pupils' knowledge and understanding and to support their preparation for examinations. Parents receive clear information about their child's progress at parents' meetings and in written reports. Teachers provide pupils with focused marking and feedback so that they understand what they have done well, and the steps they need to take to make further progress.
34. Teachers in the early years identify children's individual needs and support their development of communication and language effectively. Children widen their mathematical knowledge when they count spots on a crocodile and learn to estimate the number of falling leaves. They use their developing knowledge of phonics to write words accurately. Teachers read a range of imaginative stories to children and ask questions which require them to think carefully before responding. Children develop a secure understanding of language and communicate confidently.

35. Boarders are provided with suitable study areas to enable quiet and independent work. Staff arrange a wide range of activities and weekend excursions for boarders to develop new interests and skills. Boarding routines include a careful balance between study and recreational time.
36. Pupils who have SEND are supported well and make good progress from their starting points. Leaders collaborate with these pupils to write detailed plans for their learning. Pupils are helped to develop specific study techniques which work successfully for them. Staff receive training and guidance and understand how to support the individual needs of pupils who have SEND effectively.
37. Leaders provide pupils who speak English as an additional language (EAL) with appropriate and individual support. These pupils are assessed regularly so that their needs are understood and met effectively. Staff use a range of strategies such as translations, writing frames and teaching resources which combine vocabulary and visual images. As a result, pupils who speak EAL make good progress and develop confidence when speaking, writing and communicating in English.
38. Leaders implement a broad programme of extra-curricular activities so that pupils develop new and existing skills and interests. Pupils who want to be active choose from a range of sporting activities. In netball club, for example, pupils develop how to pass and move the ball quickly and accurately around the court in match situations. Senior pupils organise and run clubs such as the law committee, which develops their leadership skills. Pupils extend their musical knowledge by attending ensemble and choir rehearsals where they rehearse music for public performances. Drama clubs help pupils to develop their acting or backstage technical skills. Pupils develop confidence and build new friendships through their participation in the extra-curricular programme.

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

- 39. All the relevant Standards are met.**

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

40. The school promotes pupils' wellbeing and physical and mental health effectively. Pupils are provided with careful pastoral support. Staff communicate clearly about any pupil concerns so that support is implemented consistently. Pupils are actively encouraged to participate in a broad range of sports and outdoor activities. As a result, pupils develop friendships, health, self-esteem and confidence.
41. Staff use the school's environment alongside the planned curriculum to help pupils develop an understanding of spirituality. Pupils learn about the world's major religions in religious studies (RS) lessons. Leaders encourage pupils to reflect on moral themes such as treating others as they would wish to be treated within assemblies. They plan outdoor curriculum activities which utilise the local coastline and provide space and time for pupils to appreciate the natural environment.
42. Leaders implement a carefully planned personal, social, health and economic education (PSHE) programme which fosters pupils' positive approach to their education. Pupils learn how to look after their emotional and mental health. For instance, pupils in the prep school are taught breathing exercises which help them to regulate their emotions. Leaders consult with pupils when reviewing the PSHE programme to ensure that it continues to meet their needs effectively. They make changes in response to such consultations, such as through the inclusion of additional teaching on sexual health for senior pupils.
43. Leaders provide a suitable relationships and sex education (RSE) programme which reflects current statutory guidance. Senior pupils are prepared well for adult life by learning about coercion and consent, peer pressure and how to build and maintain respectful and supportive friendships. Children in the early years are taught a topic which explores how to learn and live together so that they maintain tolerant and kind relationships with each other.
44. The extensive physical education (PE) curriculum promotes pupils' physical and mental health effectively. Pupils are provided with opportunities to participate in sport and physical activity every day. Specialist teachers provide expertise in well-planned lessons so that pupils develop and improve skills in traditional sports such as rugby, cricket and hockey and a range of alternative sports such as pickleball, surfing and activities which explore the rocky coastline.
45. Leaders promote boarders' wellbeing consistently well. They implement an effective induction programme so that new boarders are quickly integrated and helped to feel part of the boarding community. Boarders are provided with balanced meals and a range of additional food options during the evenings. Suitable laundry arrangements for boarders' bedding, school uniform and personal clothing are managed competently. Boarding houses are comfortable, clean and well maintained. Boarding leaders consult with boarders regularly, listen to their views and arrange activities and trips based on the feedback they receive. Boarders' needs are consistently and effectively supported.
46. Leaders provide children in the early years with a wide range of opportunities to develop emotionally and physically. Teachers encourage children to be resilient and independent when they develop new skills and understanding. Children are taught about different emotions and learn to respond empathetically and kindly to others. They develop physical skills by riding tricycles, using

the climbing frame and escorting a model baby for a walk on the mini assault course. Children participate in dance and musical activities and learn how to work with others in a supportive manner. As a result, children approach their education with self-esteem and confidence.

47. Leaders implement a clear behaviour policy and anti-bullying strategy which are applied consistently by staff. Pupils learn about the dangers of any prejudiced or discriminatory behaviour so that incidents of misbehaviour and bullying are rare. Leaders maintain careful and detailed records. They analyse these closely, identify any patterns or trends and take suitable actions in response. Leaders promote positive behaviour throughout the school by awarding stickers, house points and commendations. As a result of these measures, pupils understand the school's expectations and behave respectfully and supportively towards each other.
48. Leaders maintain a systematic and thorough approach to health and safety. Leaders and governors regularly conduct checks of the school's equipment, premises and accommodation. Several staff are trained as fire wardens. Leaders commission an external fire safety risk assessment and respond to any recommendations appropriately. Pupils practise how to evacuate classrooms and boarding houses at least once a term in the event of a fire emergency. They rehearse and understand the school's lockdown procedure. Staff receive annual training so that they know how to report any health and safety concerns. Leaders respond quickly to any health and safety issues and keep appropriate records of any actions taken. As a result, the daytime and boarding premises and accommodation remain suitable for pupils.
49. Leaders implement suitable arrangements so that pupils are supervised effectively. Staff are visible and alert during breaktimes so that pupils play in an orderly and appropriate manner. A suitable number of staff supervise children in the early years. An appropriate number of experienced staff supervise boarders during the evenings and at weekends.
50. The medical and first aid provision is appropriate and managed competently by well-trained staff. Many staff are qualified to administer first aid throughout the school. All staff who work in the early years are trained in paediatric first aid. Boarding staff regularly consult with the medical centre to ensure that boarders receive timely and individual medical care, if required.
51. Leaders maintain attendance and admission registers which reflect current statutory guidance. Senior staff closely analyse attendance data and implement effective strategies to support pupils' attendance, when necessary.

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

- 52. All the relevant Standards are met.**

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

53. Leaders implement a well-planned curriculum which promotes the values of respect, inclusion and tolerance so that pupils are well prepared to make a positive contribution to British and global society. Leaders encourage pupils to be inquisitive and interested in cultural difference by celebrating the diversity within the school community. Pupils from different countries and cultures prepare and deliver presentations in assemblies so that pupils widen their understanding of cultural heritage and traditions from around the world. In design technology lessons, pupils design shirts inspired by African and Egyptian cultures. Senior pupils run the pupil-initiated equality, diversity, inclusion and belonging (EDIB) committee which attracts participation from pupils throughout the school. Pupils confidently discuss the importance of respecting others to promote a sense of belonging, value and self-esteem.
54. The curriculum provides pupils with opportunities to learn about money and finance and to develop an understanding of how to develop their own economic wellbeing. Children in the early years learn about the value of coins when they take part in role-play shopping activities. Pupils in the prep school learn about why money matters in their PSHE lessons. Older pupils develop their understanding of different types of bank account, including accumulating interest on savings accounts and taxation. Sixth-form pupils are taught about student loans and salaries so that they are prepared well for university and employment.
55. The school's careers programme provides pupils with guidance and information about future employment opportunities. Pupils in the prep school, including the early years, receive regular visits from parents who discuss their career experiences. Leaders provide pupils in Years 10 and 11 with guidance about the IB curriculum and how to write a curriculum vitae. Sixth-form pupils are supported in making informed decisions about their future options, including further education, taking a gap year and seeking employment. However, the careers provision for pupils in Years 7 to 9 is less broad in scope which limits their understanding of future employment opportunities.
56. Leaders provide a range of activities which promote pupils' understanding of democracy, law and order and moral responsibility. They invite the police to visit the school to speak to pupils at an age-appropriate level about aspects of personal safety and the purpose of the British judiciary system. Senior pupils lead the United Nations committee and debate contemporary issues such as global conflicts and attitudes towards immigration. The local member of parliament visits the school to inform pupils about the democratic process, Parliament and the role of government. Pupils in the sixth form study global politics and explore topics such as human rights and international political systems.
57. Pupils are encouraged to take on positions of responsibility and to provide service to others. They give presentations in assemblies, run a wide range of pupil committees and promote the emotional wellbeing of their peers as mentors. Senior pupils take on positions as head of school and prefects. They support school leaders by helping to supervise breaktimes, conducting tours of the school for visitors and speaking at formal school occasions. Senior pupils visit the prep school and support pupils in mathematics and games lessons. These opportunities help pupils to develop leadership skills, self-confidence and a sense of social responsibility.

58. Boarding leaders promote an inclusive community which is sensitive to boarders' individual needs. Boarders representing several cultures consistently demonstrate respect, friendship and support to each other. Leaders encourage boarders to share their knowledge, for example, about food, traditions and their home country's education systems.
59. Leaders in the early years act as positive role models to help children learn and understand how to take responsibility for their own conduct. Staff support children's understanding of different cultures through a range of activities so that they learn to be tolerant and respectful. Children demonstrate kindness and courtesy during lunch and chat to others in a friendly manner. Staff promote a supportive classroom environment in which children cheerfully share resources and work with others to solve problems. Children help to clear away toys and equipment after lessons and breaktimes. They consistently demonstrate self-confidence and empathy towards others.
60. Leaders provide a range of opportunities for pupils to volunteer help and service in the local community and further afield. Pupils lead the charity committee which raises funds to send gifts to communities in other countries. They organise bake sales and non-uniform days to help local charities which support mental health and serious illness. Sixth-form pupils, as part of their IB curriculum, engage in community projects and maintain gravestones and memorial gardens in the local cemetery. Pupils develop a social conscience and understand the importance of extending friendship towards others.

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

- 61. All the relevant Standards are met.**

## Safeguarding

62. Leaders promote an effective safeguarding culture of vigilance and collective responsibility throughout the school. The safeguarding policy is clearly written, reviewed in a timely manner and reflects latest statutory guidance. The governor with specific safeguarding responsibility supports the oversight of the school's safeguarding practices effectively, including through regular visits to the school, meetings and scrutiny of safeguarding documentation.
63. Staff are provided with thorough safeguarding training and confidently understand how to respond to any safeguarding concerns. They receive annual 'Prevent' duty training so that they remain mindful of the dangers of extremism and radicalisation. Other training includes the latest changes to statutory guidance and child-on-child abuse. Staff share and record any concerns they may have relating to pupils. They respond in a suitable and timely manner to pupils' individual needs and promote their wellbeing effectively.
64. Leaders with responsibility for safeguarding receive appropriate training for their role. The safeguarding team meets regularly to discuss any safeguarding concerns so that any decisions taken are carefully considered. Leaders manage any reported concerns relating to staff conduct appropriately. Thorough safeguarding records are maintained in accordance with latest statutory guidance. Leaders liaise in a timely manner with local safeguarding partners and make referrals to them when necessary.
65. The school implements appropriate safeguarding procedures for boarders. Leaders check the suitability of boarding staff. They consult closely with educational guardians so that they understand the school's expectations to promote boarders' wellbeing. Leaders have established effective systems for boarders to seek support and guidance, if required. Boarders have access to a suitable independent person and know how to make contact, should they need to.
66. Pupils understand why it is important to request support and know how to do so when necessary. Leaders make pupils aware of the safeguarding team by displaying posters around the school. Pupils know they have adults in school with whom they can share their concerns. Younger pupils have 'worry boxes' in their classrooms. Older pupils can alert senior staff to any worries by completing an online form.
67. Staff in the early years adhere closely to safeguarding expectations which relate to working with young children. Teachers' digital devices are securely locked away during the school day. Parents and visitors are reminded about the school's digital policy when they visit the early years setting.
68. Leaders provide pupils with age-appropriate guidance to support them in taking responsible decisions and actions. For example, senior pupils learn about the dangers of online exploitation and how to conduct themselves appropriately at parties and social gatherings. Pupils learn how to stay safe when online through computing and PSHE lessons and regular online safety days. They are taught about the dangers of online misinformation and conspiracy theories and about using secure passwords. Leaders implement robust internet filtering and monitoring procedures. Alerts are quickly identified and investigated. Any actions taken are logged appropriately.
69. Leaders carry out the required safer recruitment checks before an adult begins work at the school. These checks are recorded accurately on a suitable single central record of appointments which is regularly reviewed by senior leaders and governors. Staff personnel files contain evidence of checks

as required. However, some documentation has been retained for longer than permitted by statutory guidance. These documents were removed from the files during the inspection.

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

**70. All the relevant Standards are met.**

## School details

|                                        |                                                                                 |
|----------------------------------------|---------------------------------------------------------------------------------|
| <b>School</b>                          | Scarborough College                                                             |
| <b>Department for Education number</b> | 815/6002                                                                        |
| <b>Registered charity number</b>       | 529686                                                                          |
| <b>Address</b>                         | Scarborough College<br>Filey Road<br>Scarborough<br>North Yorkshire<br>YO11 3BA |
| <b>Phone number</b>                    | 01723 360620                                                                    |
| <b>Email address</b>                   | reception@scarboroughcollege.co.uk                                              |
| <b>Website</b>                         | www.scarboroughcollege.co.uk                                                    |
| <b>Proprietor</b>                      | Scarborough College Limited                                                     |
| <b>Chair</b>                           | Mr Guy Robinson                                                                 |
| <b>Headteacher</b>                     | Mr Guy Emmett                                                                   |
| <b>Age range</b>                       | 3 to 18                                                                         |
| <b>Number of pupils</b>                | 599                                                                             |
| <b>Number of boarding pupils</b>       | 145                                                                             |
| <b>Date of previous inspection</b>     | 30 November to 1 December 2022                                                  |

## Information about the school

71. Scarborough College is a non-selective co-educational day and boarding school in Yorkshire. The school is a charitable organisation administered by a board of governors. The current chair of governors took up his position in September 2024. The college is organised into two sections: the pre-prep and prep sections, for pupils aged 3 to 11 years; and the senior section, for pupils aged 11 to 18 years.
72. Pupils may board from Year 7 within the four boarding houses situated close to the main school site.
73. There are 34 children in the early years in one Nursery class and one Reception class.
74. The school has identified 57 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school currently have an education, health and care plan (EHC plan).
75. The school has identified English as an additional language for 77 pupils.
76. The school states its aims are to ensure that all pupils achieve their academic potential through expert teaching and a high level of pastoral care. The school endeavours to provide a broad extra-curricular programme so that pupils can discover new opportunities and interests. It seeks to instil in all pupils an understanding of moral values so that pupils work co-operatively and are prepared well for future experiences.

## Inspection details

### Inspection dates

23 to 25 September 2025

77. A team of seven inspectors visited the school for two and a half days.

78. Inspection activities included:

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

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

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

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

**Independent Schools Inspectorate**

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