



Where academic excellence  
and tradition combine





“ *A wonderfully empowering environment in which girls flourish academically but also personally, with bountiful opportunities on offer to pursue extra-curricular passions and interests of every variety.* ”

THE GOOD SCHOOLS GUIDE

“ *Absolutely excellent and balanced across the curriculum in terms of interests. A good balance between play and learning.* ”

LOWER SCHOOL PARENT







## An Illustrious Heritage




**Nestled in the heart of Chester's city centre, The Chester School for Girls was founded in 1878 on land donated by the Duke of Westminster.**

It has grown in size and reputation and is now ranked amongst the leading girls schools in the United Kingdom, educating some 600 pupils aged 4-18 years.

In 1882 Queen Victoria issued a Royal Decree commanding that the school should "henceforth be known as The Queen's School". It is a source of great pride that The Queen's School remains the only school in the UK to be granted the privilege of bearing this name.





*“ We aim to educate and empower young women to lead and shape the world in which they live ”*

## An Exciting Future

**At Queen’s we are at the forefront of innovation and are constantly exploring new ways to expand opportunities for our girls to connect with inspirational people from around the world and truly become global citizens.**

We aim to educate and empower young women to lead and shape the world in which they live through encouraging independent thinking, collaboration and a global mind-set.

The school fosters a lifelong love of learning within a genuinely nurturing yet dynamic environment, where each girl is known as an individual and given the support she needs to excel both personally and academically.

Outstanding teachers seek to provide inspirational opportunities for pupils to lead, create and innovate, helping them to achieve great things both in school and when they leave as ambitious, independent and confident individuals.





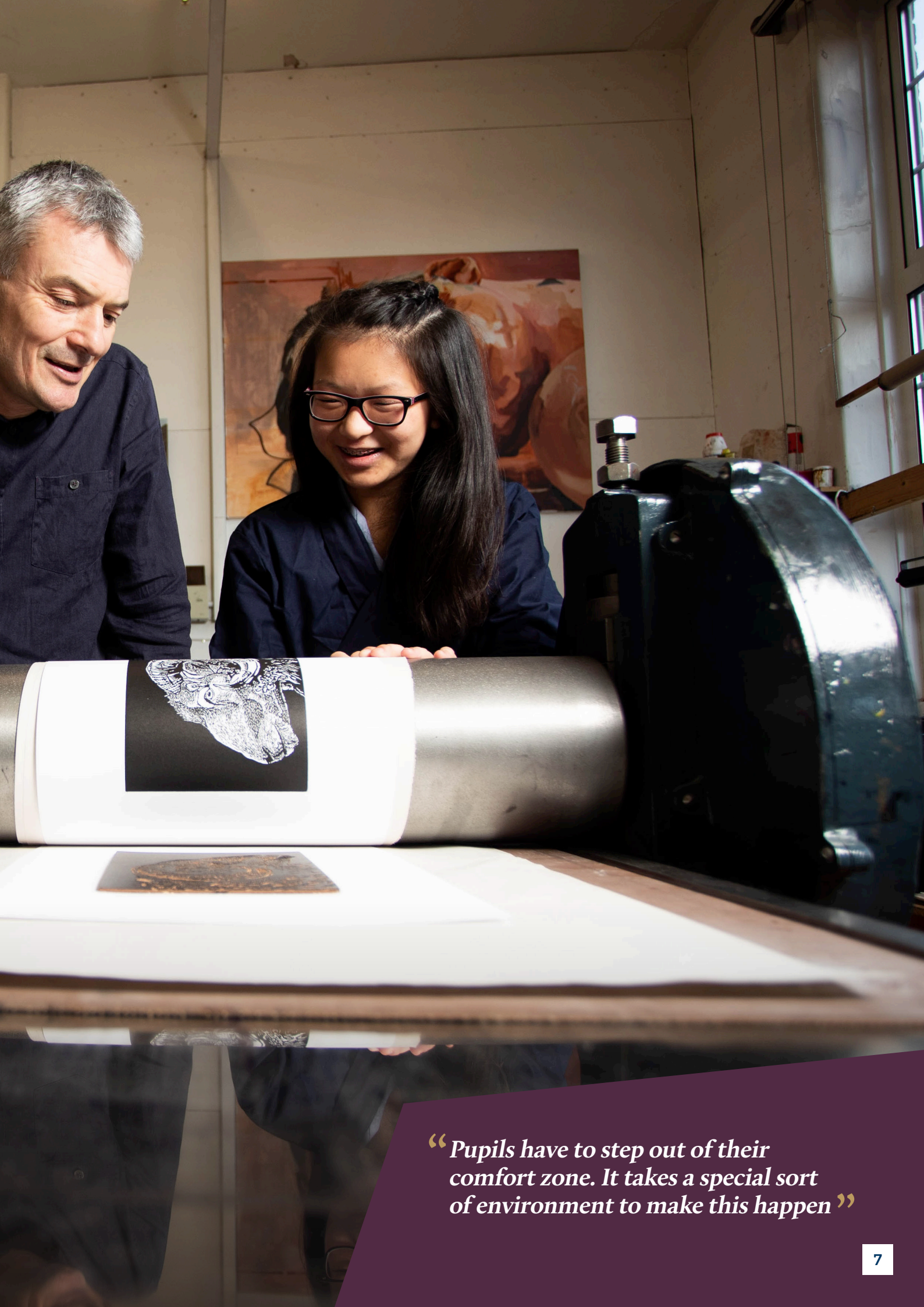
## Developing Future Leaders

**We never forget that we are helping to develop the next generation of leaders, innovators and creators, and we do all we can to keep alight the curiosity and creativity found in our pupils.**

Queen's educational philosophy is to develop intellectual curiosity and mental rigour, combined with resilience and leadership skills. Pupils are offered exceptional opportunities that encourage them to embrace challenges in order that they may achieve their absolute best, with the aim that pupils think independently, collaborate confidently, and aspire globally.

Pupils have to step out of their comfort zone. It takes a special sort of environment to make this happen; a place where pupils are inspired to see the bigger picture, where intellectual risk is encouraged and celebrated not just by teachers, but by pupils too.





*“Pupils have to step out of their comfort zone. It takes a special sort of environment to make this happen”*









Every pupil is given the opportunity to lead, create and innovate and encouraged to take responsibility. Pupil-led committees enable girls to take their first steps towards developing their team-working skills, empowering and moulding them as future citizens.

Pupils are not exam-passing automatons; they can reason, explain, argue, debate, estimate, predict and extrapolate ideas. They have confidence in their own abilities and are able to communicate well, take calculated risks, assume responsibility and are happy to stand out from the crowd.

*“Every pupil is given the opportunity to lead, create and innovate”*



*“Queen’s is one of very few schools to be officially recognised for its excellent work in promoting the study of Mandarin Chinese”*



## Encouraging a Global Perspective

**Pupils are encouraged to be aware of and understand their responsibilities in the wider world and to understand their global status.**

Queen’s is one of very few schools to be officially recognised for its excellent work in promoting the study of Mandarin Chinese and was awarded the coveted accolade of being designated a Confucius Classroom which encourages an appreciation of both Chinese language and culture. The school has a full time Hanban teacher which enables us to promote Chinese language and culture within our school and the wider community.

Teaching includes not only Chinese language and culture, but traditional crafts such as origami, knot-making, Wushu, abacus and fan dancing.





Our innovative Virtual Boardroom equips each Senior School pupil with experiences of business projects with industry mentors and our Virtual Classroom links to classes across the world, offering a global perspective on learning.

Our Environmental Warrior initiative offers opportunities to participate in charitable work and partnerships across the world. Developing our pupils' ability to think - not just learn information - is integral to the school's ethos.





## A World Renowned and Rigorous Curriculum - Plus a Unique Advantage

**Our curriculum is based on the English National Curriculum starting with the Early Years Foundation Stage and progressing onto GCSEs and then A-levels.**

All of our pupils are encouraged to take an active part in their lessons, express opinions, ask questions and develop a positive attitude towards learning – skills that will be critical for the future.

Our curriculum makes learning more engaging, with plenty of opportunities for enrichment and independent enquiry.

Pupils are involved with the questions which underpin the half term or termly unit of study. This way, greater pupil engagement is ignited from the outset, challenging pupils to ‘go the extra mile’ in terms of their research and genuine interest in a topic.

We encourage opportunities to explore, question and reflect, and promote life skills such as resilience, teamwork and leadership.





## Adventurous Learning

For children to really thrive at school it is vital that they learn in an environment which encourages adventure; presenting new challenges as positive opportunities and supporting them with kindness to overcome any obstacles.

At Queen's we do exactly this. A strong nurturing ethos underpins a challenging, adventurous curriculum which has the girls fizzing with excitement long after they have arrived home from school.

Whether it is using a planetarium to learn about the solar system, investigating weights and measures in the mud kitchen, using coding to design computer games, or parachuting eggs from the balcony to demonstrate forces, our teaching staff will always look to find the most memorable and exciting way of developing knowledge and understanding in pupils.

We ensure girls have a deep understanding of subject matter and more advanced personal skills developed from learning in this way. It is this focus on developing the whole student that will make students stand out from the crowd on UCAS personal statements, at university interviews, when they come to apply for their first job and even once they start their careers.





# Exceptional Academic Results

**The School is a Times Top 100 school for A-level results and inspection results are exceptional.**

Pupils make outstanding academic and developmental progress across all areas, preparing them to lead and shape the world in which they live.

We are recognised as one of the very best academic schools in the UK with pupils entering only the best universities in the UK and US, with many going to Oxford and Cambridge. The majority read degrees in Medicine, Law, Engineering and Architecture.

## **Most popular university destinations 2010 - 2019:**

- 1 Leeds
- 2 Oxbridge / Cambridge, Birmingham
- 3 Durham
- 4 Newcastle, Nottingham, Liverpool
- 5 Manchester, Edinburgh
- 6 Sheffield
- 7 King's College London
- 8 Bath, Bristol
- 9 St Andrews
- 10 Bangor, Cardiff, Exeter, Lancaster, Reading, Warwick



# THE QUEEN'S SCHOOL BACCALUAREATTE

## DEPTH OF STUDY

Any three or four A-level subjects to provide in-depth academic study and to test understanding and application

## BROADER STUDY

Interview skills, critical thinking, personal finance and at least two additional units of tailored online study (MOOCS).

## EXTENDED PROJECT QUALIFICATION (EPQ)

Development of interdependent learning, time management and research ability through completion of an extended project.

## ENRICHMENT ACTIVITIES (QUEST)

Formal recognition of non-academic pursuits that develop valuable skills and qualities, such as initiative, teamwork and leadership, including sport, volunteering and fitness.



*“Pupils make outstanding academic and developmental progress across all areas, preparing them to lead and shape the world in which they live”*





# Excelling Beyond the Classroom – An Holistic Approach to Success

**Academics are important, but so too is becoming a well rounded individual who is able to navigate the ever changing demands of a global workplace.**

To ensure our girls are equipped for the future, we offer a wide-ranging programme of extracurricular activities, including arts and sport, for pupils to participate in and thus enhance their learning and development.

Clubs and activities offer the chance for pupils to take on new challenges, to work with different people, and to develop their confidence and self-esteem. Our extracurricular activities (ECAs) encourage independence, perseverance and commitment.

The school's QUEST enrichment programme offers leadership and real world roles including:

- **Prefect roles chosen by you**
- **Houses**
- **Set up and lead societies**
- **Duke of Edinburgh**
- **Model United Nations**
- **National Citizenship Service**
- **Volunteering**



*“To ensure our girls are equipped for the future, we offer a wide-ranging programme of extracurricular activities”*





# Homestays at The Queen's School

**Our Homestay Option gives pupils the opportunity to experience life in a British home, providing a comfortable and safe English speaking environment in which to live and learn more about British culture while studying for their GCSEs and A-levels.**



Homestay providers treat each girl as a full member of the household, eating together and sharing the common living areas.

The nurturing environment a host family provides enables pupils to focus on their studies, achieve great academic results and successfully adjust to their new British lifestyle.

Our host families offer top quality care, safety and comfort, providing the care and nurturing that teen pupils require, not just scholastically, but also socially and culturally too.

Our host families are among the most welcoming and generous people in Chester. They open their homes and share their lives to ensure international pupils are in a secure and stable home environment while integrating into their new UK community and school.

Just as families around the world vary in their size, arrangements and demographics, so too do Queen's host families. What they all have in common is their desire to share the Chester experience and provide a caring home environment to pupils from around the world.

*“They are all warm and caring people who will make sure you feel safe, comfortable and happy in their home.”*





Our families choose to host for a wide variety of reasons. Many are proud of their community and want to share this with newcomers or find hosting to be an ideal way for their own children to know more about the world through having international pupils. Others have grown children and see this as an opportunity to continue to be parents.

Homestay families provide:

- **A safe and friendly home life**
- **Proper guidance and caring supervision**
- **Three meals each day**
- **A private room furnished**
- **The use of a television, telephone, laundry facilities and Wi-Fi**

We have many different kinds of hosts working with us including families with children, older couples and single people from a variety of different backgrounds.

They are all warm and caring people who will make sure you feel safe, comfortable and happy in their home.



# An Inspiring Location



**A vibrant city with charm, character and packed full of things to do, Chester is a unique place to live and to study.**

Steeped in a rich and fascinating history, the city's architectural features dates back to at least the 13th Century and is unique not only in Britain, but around the world. Indeed Chester is often cited as one of the prettiest cities in Europe. Even better, it was voted one of the safest places to study in the North West of England too.

The Chester we see today has been built quite literally around history. Ancient city walls, the iconic Eastgate Clock, Chester Cathedral, Roman Gardens, the historic Rows; the past is scattered throughout the city. One of eight world-famous British Heritage cities, Chester welcomes over eight million tourists each year with a wide variety of attractions so is a truly multicultural city in which to study.

Set within the glorious City Walls, access to the School could not be easier. Ideally placed in the North West of England, it is less than an hour from Manchester and Liverpool, just a two-hour direct train journey to London and close to both the beautiful Welsh coast and mountains.

Our pupils take advantage of this great setting, and their independence grows as they venture into town to study over a cup of coffee in one of the city's coffee shops or library when they reach Sixth Form.







Most of our homestays are situated either in the city or the suburbs and are easily accessed by public transport.

Journey times vary but are usually around 20-40 minutes. You will be given detailed instructions on how to get to the school and around the city from where you are staying.

Your hosts will also make sure that you get to know your local area and how to find the places you want to go.



## Safety and wellbeing

**All of our hosts understand the needs of our pupils and provide a welcoming and safe environment to live in.**

They have all been visited by the school and have passed security checks.

*“Set within the glorious City Walls, access to the School could not be easier”*









*“We are recognised as one of the very best academic schools in the UK with pupils entering only the best universities in the UK and US, with many going to Oxford and Cambridge.”*



# Homestay Case Studies



## Eve Peterson

- Sixth Form entry into Queen's
- Coming from a private international school in Kuwait
- A-level Options: Geography, English Language and Business

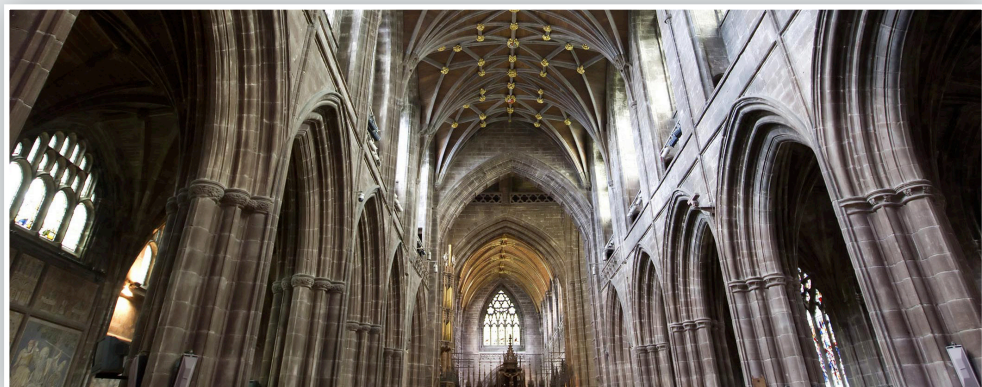
"I decided to come to the UK just to prep me for my further education. I came into Queen's in Year 12 for the start of Sixth form. My top tip for someone moving abroad and starting new life in Chester would be just to be confident, get stuck in and go for it. Queen's will give you the pastoral support to succeed.

Initially I was very nervous about leaving my parents but the second I got to Queen's everyone was so welcoming that I realised that there was no reason to be as nervous as I was. Everyone was so friendly and kind. They helped me fit right in. Finding routine was tough initially but Queen's gave me lots of help. But it's so important to gain that independence.

Coming from a very large school to somewhere smaller like Queen's, I realised that there were different opportunities offered and the teachers knew me so much better. It was a more intimate environment and there was much more support available because there were fewer students. I think that has really played to my advantage. The teachers really know when to support you and also when to challenge you.

It is much easier for me to integrate into the university environment now that I've had these experiences. It's not so much of a culture shock as it would have been if I hadn't have moved. I have developed so many life skills and there has been so much careers advice and backing. Queen's helped me recognise that you can get to where you want to go.

Queen's has given me so much more than I thought possible. The teaching here is a lot more individualised and they tailor the learning to what we personally need. The school prepares us to be global citizens in so many ways. Distance is not a barrier and we've used the virtual boardroom to connect with people around the world. The networking with the alumni is a huge part of helping us aspire globally."





## Mable Yip

- Joined in Year 9 to prepare for GCSEs and A-levels
- Coming from a local school in Hong Kong
- Graduated from Queen's 2 years ago

"I wanted a school that would really prepare me for my GCSEs and A-levels. Looking round the school, Queen's really gave me a sense of community. All the teachers were very friendly and made me feel special. The small class sizes are brilliant and allowed me to get one to one feedback and I wasn't afraid to speak up in class.

My 14 year old self worried about making friends and fitting in but my form tutor helped me settle in quickly and the small class sizes meant I fitted in straight away. The girls welcomed me with open arms. Having my friends and teachers mentor me really helped my confidence grow. The teachers were very encouraging and if I had any questions they were always available to me, even at lunch times or before form so I always had that sense of comfort. Transitioning to Sixth Form I was also well supported and again during the UCAS process.

My independence has definitely developed from being away from home as I had to manage my time and this helped when I moved to university. I feel like I've developed a sense of responsibility. The freedom I got in Sixth Form also helped.

Queen's is a lot more diverse than people may think. People have different family backgrounds and many have lived abroad before coming to Queen's and the school embraces that diversity. I was born and raised in a completely different culture and city so it was lovely that everyone was so accepting and understanding. Queen's encouraged me to grow and be the person I am.

Academically I think Queen's is very strong but at the same time we get huge support from the teachers. There is a focus on helping get us through that. The Extended Project Qualification that I was able to take at Queen's really helped me stand out from other university candidates.

We were given the opportunity to connect with alumni who would come in and talk about their subjects and careers and this really helped guide me. I'm happy now to be able to give back too now that I have left. As they say, once a Queen's girl, always a Queen's girl! One of the biggest reasons I love Queens so much is the people and being in a small group that is still diverse. We have a strong sense of community and everyone helps each other to grow. Queen's teaches us to make a difference in the world.



*“My independence has definitely developed from being away from home”*





## Focused on a Bright Future - Careers Advice

**At The Queen's School, we take careers seriously. Careers education is integrated into the curriculum from Year 7 through to Sixth Form and enhanced by events, activities and input from external contacts, successful alumni, parents and organisations.**

We are proud to have a full time, highly qualified and dedicated Careers Advisor on site who the girls can access at any time should they wish in addition to formal careers sessions.

Our Senior School careers programme is flexible and responsive, laying the foundations for aspiration and sound decision making for each individual pupil. In Years 7 and 8, pupils are encouraged to research and reflect on their changing ideas and interests.

In Year 9, pupils are guided in preparation for making GCSE choices. In Year 10, pupils undertake further career research, develop career management skills and receive interview practice with external interviewers.

In Year 11, all pupils receive intensive careers lessons and have at least one guidance interview. We are able to offer the Morrisby Profile and can use the COA Centigrade Careers Questionnaire to strengthen their self-awareness and inform their decision making.





Our Sixth Form students receive a flexible and integrated programme of talks, workshops and 1:1 meetings to support their aims, ambitions and applications.

The majority of students apply to university but for students choosing a gap year, on-going support is provided. Specialist workshops about higher education in the UK are offered to international students.

Our qualified Careers Advisor works to maximise our external contacts and our work is anchored by best practice. We connect with many universities, training providers and employers and receive valuable additional support from many Queen's School parents and alumnae.

All students are encouraged to obtain relevant work experience, particularly for competitive study or career pathways. The School runs and also attends careers events involving external contributors and our careers programme is constantly reviewed to ensure that it is effective and relevant for every pupil.



*“We are proud to have a full time, highly qualified and dedicated Careers Advisor on site who the girls can access at any time”*





## Pastoral Care

**We know what a challenge it is to arrive at a new school in a new country and we do everything we can to help new pupils settle in, make friends and feel at home.**

Our warm and friendly atmosphere makes it easy for pupils to settle in to the school and make long lasting friendships, while the House system creates a homely, safe and secure environment. We take a lot of care to ensure that girls settle well into school from the very start with several transition days, a buddy system and built-in form time so that friendship groups can develop.

The moral, physical, emotional and spiritual welfare of our pupils is of paramount importance. We aim to provide each pupil with an excellent education but believe that this will only be achieved in a secure and supportive environment. We value the contribution of each pupil and want them to enjoy their education from a social, cultural, physical, emotional and academic perspective. Form Tutors in the Senior School and Sixth Form are primarily responsible for the pastoral care of their pupils and may refer any issues to the Pastoral Care Team.

We are a happy and harmonious school where pupils are celebrated as individuals and our number one priority is their welfare. Our focus on healthy living, mutual respect, integrity and resilience enables our pupils to succeed and thrive in an ever-changing world.





Developing self-confidence, respect for others and being a team player are key to the ethos of the school, and much care is taken to ensure that in each class there exists an atmosphere of hard work and supportive enterprise. The key life skills of respect, hard work, empathy and perseverance stand strong behind the 'Honour Wisdom' school motto.

Relationships are strong between teachers, support staff, the girls and their parents. Communication between staff and parents is excellent, with regular parental evenings and feedback sessions. In addition to formal feedback, our staff are always happy to communicate with parents on a more informal basis and we operate an 'open door' policy.







## The House system

**Our House system is very important to the sense of family that exists here.**

Girls are allocated a House on arrival with us and soon grow attached to their House buddies within their class and within different year groups.

House events include sports days, music festivals, drama, poetry and debating competitions, ad hoc curriculum-based competitions, charity events, quizzes and assemblies. The system is an excellent way for all girls to learn from and understand how it feels to represent a wider group of their friends and peers.

## Partnering with parents

**Responsibility for the happiness and all-round development of each girl stems from an effective partnership between parents and the school.**

We like to operate an 'open door' policy if parents have any worries or concerns about any aspect of their daughter's welfare or progress.

A proactive approach to positive mental wellbeing is one that is of paramount importance to us at Queen's, and we are proud of the value that girls, parents and staff place on being able to raise concerns when individuals are in need and then address them by putting further suitable support structures in place.

All the Key Stages have a separate office with space for conversation to take place between girls and the Pastoral Team. In addition, we have a dedicated Pastoral Hub located next to the medical room.





## Expertise and Teachers / Learn from the Best

**As a smaller, single sex school, we get to know each and every one of our pupils well and as a result can teach to the strengths of the individual, whilst working to improve and support areas which are requiring development.**

Moreover, the team works closely with teaching staff to ensure that every student is supported in all areas of school life.

Providing exceptional classroom experiences for all is our core purpose. All our staff are committed to ensuring that every child's learning needs are catered for and that exceptional progress is achieved through a range of interventions, both in and out of the classroom, to ensure that all our students fulfil their potential.

At Queen's we combine tradition, academic rigour and state-of-the-art technology to ensure our pupils begin their young adult lives fully prepared for success. We also have the scope and scale to handle external challenges.

Our response to the Covid-19 outbreak has been to seamlessly move to the provision of a bespoke online education for all pupils at our schools including: live lessons; retaining the close connection between teachers and pupils; and utilising the most secure and highest-quality technological tools for learning.

*“Providing exceptional classroom experiences for all is our core purpose”*



# School Timetable Example

YEAR 10	Monday	Monday	Monday	Monday	Monday
<b>Morning ECAs</b> 08:15 - 08:45	Co-Curricular	Co-Curricular	Co-Curricular	Co-Curricular	Co-Curricular
<b>Registration</b> 08:45 - 09:15	Form time	Form time	Form time	Form time	Form time
<b>Period 1</b> 09:15 - 10:15	Chemistry	History	Art	English	Biology
<b>10:15 - 10:30</b>	Break	Break	Break	Break	Break
<b>Period 2</b> 10:30 - 11:30	English	Physics	Biology	Drama	Pshe
<b>Period 3</b> 11:30 - 12:30	Drama	Geography	Maths	Maths	English
<b>12:30 - 1:40</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>Period 4</b> 13:40 - 14:40	Art	Eng Lit	Physics	Physics	History
<b>Period 5</b> 14:45 - 15:45	Maths	Chemistry	History	Geography	Drama
<b>Afternoon ECAs</b> 15:45 - 16:15	Co-Curricular	Co-Curricular	Co-Curricular	Co-Curricular	Co-Curricular

## ECAS – Beyond the Classroom

The Queen's School offers a broad extracurricular timetable.

- Indoor hockey
- Running club
- Hockey
- Netball
- Football
- Karate
- Lacrosse
- Field Running club
- Badminton
- Chamber choir
- Brass ensemble
- String ensemble
- Senior Orchestra
- Clarinet ensemble
- Saxophone ensemble
- Oboe ensemble
- Rock and pop
- Art workshops
- Drama
- Book club
- Film Club
- Musical Theatre





Pre-U artwork by  
Jada Sanyaolu

- Physics clinic
- Languages clinic
- Literacy club
- Numeracy club
- Coding club
- Academic discussion
- Junior debating
- Advanced Greek
- Spanish Translation
- Spanish grammar clinic
- Latin
- Gardening club
- History film club
- International film club
- Economics society
- Creative Writing
- Life Sciences Society





## Benefits of a Girls School

### Freedom from stereotypes

One of the most important things you can give your daughter is self-confidence and self-belief – qualities that girls' schools deliver in abundance. Girls' schools minimise stereotyped, gender-weighted expectations. There is no such thing as a girl's subject or a boy's subject, and girls are free to follow their inclinations with little of the pressure they might otherwise feel.

The facts speak for themselves. Recent independent research by the Institute of Physics, for example, found that girls who attend independent girls' schools are significantly more likely to study physics to A-level than girls in any other type of UK school, including independent co-ed schools.

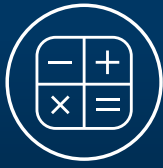
At Queen's more than 50% of girls take a science at A-level and, alongside the doctors, vets and dentists which we have produced historically, we are seeing an increasing number of girls going on to study typically male-dominated subjects at university, such as computer science, physics, astronomy, maths and engineering.

### An inspirational environment for girls

To state the obvious, girls at Girls School Association schools are surrounded by female role models - from their peers and older girls to prefects and alumnae, not to mention many of their teachers.



Girls at Girls' Schools Association (GSA) schools are more likely to study sciences, maths and languages. They are:



**75%**

more likely to take  
**Maths A Level**



**70%**

more likely to take  
**Chemistry**



**2.5X**

as likely to take  
**Physics**



**2X**

as likely to take  
**most languages**

Queen's is a small welcoming community where each girl is known as an individual. Behaviour which is understanding, respectful and kind is modelled by staff and expected of all our pupils.

Our curriculum, enrichment clubs and all extended learning opportunities are designed with girls in mind - whether academic, sports or the arts. Activities are offered which will inspire and engage girls with a range of different interests and aptitudes.

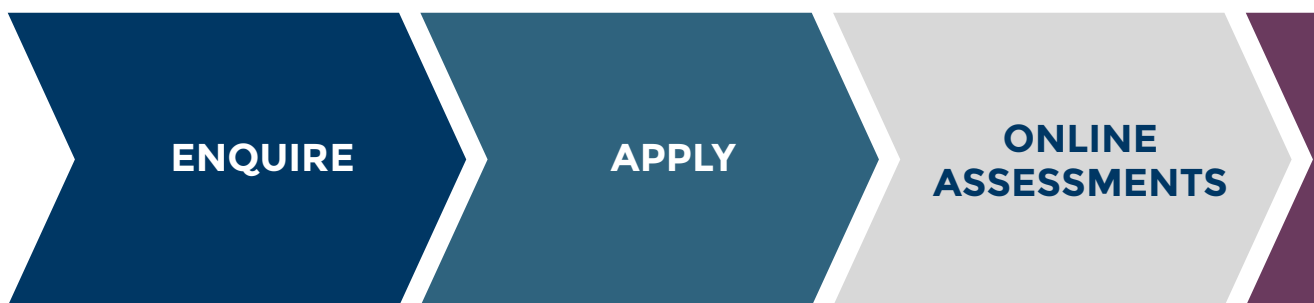
### **Academic Excellence**

The Queen's School regularly ranks highly in all national academic league tables and is one of the leading schools regionally for academic performance.

As part of the larger GSA group, this excellence comes as standard:

- **Half of the Sunday Times top 10 independent schools are GSA schools.**
- **Six of the top 11 schools for sending students to Russell Group universities are GSA schools.**
- **Four of the top 11 schools for sending students to Oxbridge are GSA schools.**





## International Admissions

The Queen's School welcomes pupils of all nationalities and celebrates diversity who are academically able. We truly value the contribution that our international pupils make and celebrate the richness of experience and different perspectives that they bring to the School, and believe they enjoy the style of a British education.

If a pupil is not based in the UK or not a UK national, our admissions team can arrange for examinations to take place in her current school. Please note that we expect levels of English to be high: an IELTS score of 5.5 at 15.5 years old is a good marker.

In addition to taking the entrance examinations, a Zoom interview with members of the Senior Leadership Team can be organised. For pupils looking to join the Sixth Form, Heads of the Departments of the subjects considered for study at A Level will also join the interview.

For most students who can come to visit, we can arrange for them to sit their entrance exams and have their interviews during their visit. In addition to our own entrance exams, Queen's welcomes CAT4/UKiset profiles from international students.

UKiset is a global test designed to provide schools with credible information on an applicant's academic potential as part of their application process. The test includes assessments of academic potential and English language skills.

We will also arrange for your daughter to meet with the current Head Girls team so she can feel welcomed and hear about what life at Queen's is like directly from our pupils.

For international enquires please contact our Admissions Manager, Anne Lyons, [alyons@thequeensschool.co.uk](mailto:alyons@thequeensschool.co.uk) who will be able to provide you with further information and support.





INTERVIEW

OFFER

VISA



The school will make all reasonable efforts to assist students and parents to comply with the UK Government's requirements on visa entry for girls who wish to come to the UK to study.

By becoming part of the Queen's Homestay programme, you as a parent can rest assured that you are making a sound investment in your daughter's education. You will be providing your daughter with stability and new opportunities to grow and develop as a person.

## Fees

Fees collected by The Queen's School:

- Registration fee (payable on application): **£100**
- Acceptance fee (refundable): **£500**
- Advance first term fees (non-refundable): **£6,000**
- Termly tuition fees (2020-21): **£5,963**
- Tier 4 visa administration fee: **£400**

Fees collected by Gabbitas (correct at date of publishing):

- Homestay fee (2019-20): **£8,201 per annum**
- Administration fee (2019-20): **£2,730**

Please note that the above breakdown is to be used as a guide only, does not include living costs and is subject to an annual increase. Fees are due and payable in full before the commencement of the school term to which they relate and must have been received as cleared funds by that date. The fee bill will include an amount relating to the next term and may include charges arising from the previous term.

Queries regarding international tuition fees should be addressed to the Director of Finance at The Queen's School.

# The Foundations for Success

**Our school's reputation for producing intelligent, creative, confident and caring young women is based upon the abilities, achievements and behaviours demonstrated by our alumni for decades past and which continues today.**

Pupils have gone on to meet with great success. Former pupils include the British High Commissioner to the Seychelles, CEOs of FTSE 250 companies, award-winning artists and photographers, an Olympic gold medallist, leading doctors, lawyers, architects and civil servants, as well as TV presenters, researchers, engineers, authors and academics.



What they have in common is their belief that Queen's made the difference and laid the foundations for their future success.

## Notable Alumni

**LOUISA PHYLLIS BROWN (HUMFREY) 1895**

Well-known Chester philanthropist who was Chester's first woman mayor



**DIANA BECK 1919**

Neurosurgeon and possibly the first female neurosurgeon



**ELSIE CONWAY 1918**

Phycologist and one of the few female fellows of the Royal Society of Edinburgh







**DR DIANA LEITCH**  
**1965 - MBE**

Chemist and Trustee of The Catalyst Centre

**ANN CLWYD**  
**1969**

Welsh Labour Party politician

**DAME PAMELA LOUISE MAKIN 1976**

British businesswoman, the CEO of BTG plc, a FTSE 250 Index healthcare company

**FRANCES PATTERSON 1968**

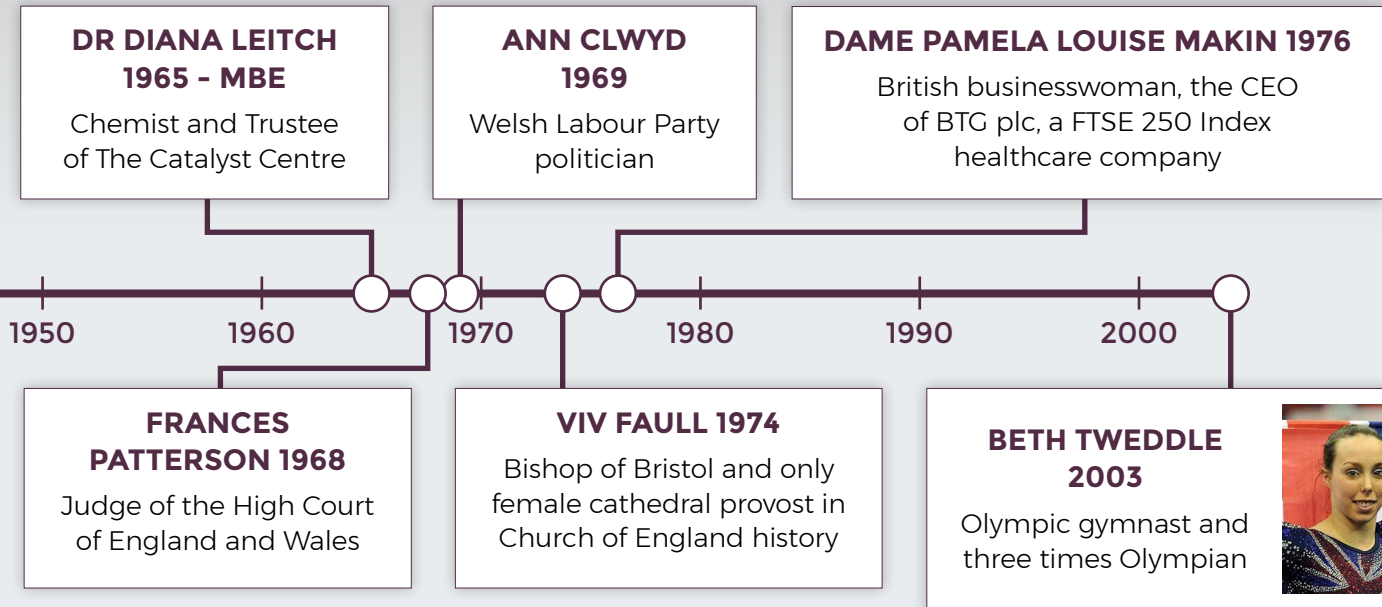
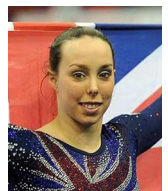
Judge of the High Court of England and Wales

**VIV FAULL 1974**

Bishop of Bristol and only female cathedral provost in Church of England history

**BETH TWEDDLE**  
**2003**

Olympic gymnast and three times Olympian







## **JANINE TURNER (FLAMANK) '75**

### **Lifetime Achievement Award for Services to German in the UK**

Janine Turner (Flamank) '75 pursued her passion for languages when she left Queen's. In 2017, the German Embassy awarded her a Lifetime Achievement Award for services to German in Great Britain.

While at school she loved music too, singing in many shows and she even got to sing in the French play *Le Malade Imaginaire*.

Janine has taught German, French and Spanish for 37 years in nursery, primary, comprehensive, grammar and independent schools in the UK. Her roles have included Head of MFL, Head of German and Head of Spanish. She has also trained management consultants and piano tuners to conduct their businesses in Germany.

In the late 80s, she went to live in Chile with her husband and two sons where she taught German through Spanish. On returning to the UK in the 90s, she worked as a translator of medical research and as an interpreter for East German heart patients in a private hospital in Cheshire. In schools, she has conducted German choirs and directed German plays.

Since 2010, in conjunction with the Goethe Institute and the ALL, Janine has developed and delivered training courses on how to teach film at German A-level.

In January 2018, her fifth German A-level study guide was published by Oxford University Press. She writes support material for students on film, plays, novels and life in modern Germany.



## CLAIRE LING CHI MARTIN (CHIN) '79

### Freelance HR Director

Claire Ling Chi Martin (Chin) '79 is a freelance HR Director now living in London and working on her first book, about the psychology of slimming. In 1967 Claire was the first minority ethnic pupil at The Queen's School.



Having been found on the doorstep of 63 Berwick Street in Kowloon, Hong Kong by police and estimated at two days old, she went into at least two orphanages before being adopted by Doris Hall, a trailblazer and role model. She married Bo Chin, a Chinese man born in Cardiff, in an era when it really wasn't done to be marrying someone non-white. Claire's parents then strove to send her to Queen's - working on the theory that being a female minority ethnic she needed every advantage they could give her!

Her mother's sudden death when Claire was 12 had a considerable effect on her and her father - not least in the area of family meals, so food and nutrition became an area of considerable interest. However, Claire's university applications finally centred on Chinese and Mandarin and she went to Durham to complete a Chinese Studies degree.

In a low-paid job as a Cantonese-speaking part-time receptionist for Chinese newspaper The Silk Road News, Claire learned marketing, advertising, sales, recruitment, arts administration and, unbelievably, acting. (Her theatre group performed Monkey King at the Liverpool International Garden Festival and even The National Theatre.) A move to London and a transition into what was then called 'Personnel' marked the start of what she calls her 'proper career.' By 1992, Claire was Head of Human Resources for the Financial Services arm of General Electric and by 2000, one of the first Chinese HR Directors in the UK.

Claire declares that her journey from orphanage to boardroom was helped enormously by a sound education and the reputation of The Queen's School, Chester. She is always astonished at how many people in executive level roles have heard of our school. And her advice? "Know your stuff, sell it with confidence and, above all, Honour Wisdom."

*“She is always astonished at how many people in executive level roles have heard of our school”*



**REBECCA WRIGHT '93**  
**UK Criminal Barrister**

Rebecca was at Queen's from 1986 to 1993. After Queen's, Rebecca's passion for literature took her to Oxford where she completed a BA, MSt and DPhil, followed by a JD at Berkeley and Harvard Law Schools and the BPTC at Nottingham.

She has travelled extensively during her career, living and working in Lebanon, Afghanistan, Qatar, Syria and the United States and is currently settled in North Wales.

She spoke warmly about her schooldays when she addressed our annual Prize Giving ceremony in 2018. In the Cathedral she spoke about her own role models, how failure is a necessary part of life and about the importance of self-belief and standing your ground.





*“Her work so far includes leading major projects, pitches and bids, acting as Project Manager on accounts including L’Oreal, AIMIA & Something Different.”*

**GHALIA KHAN ‘11**  
**Brand Development and Marketing Manager**

Ghalia was at Queen’s from 2004 to 2011 and went on to study a BSc Hons in Marketing Management at Lancaster University.

Since then Ghalia has become a highly experienced digital marketer who has worked for large, complex organisations across multiple markets including the US, Australia, EU and UK.

She delivers brand development, campaign and event management, customer relationship management, social media, data analysis and eCommerce optimisation within a variety of sectors including Fast Moving Consumer Goods, Beauty, Leisure, Lifestyle and Health.

Her work so far includes leading major projects, pitches and bids, acting as Project Manager on accounts including L’Oreal, AIMIA & Something Different. In her first job Ghalia led on key aspects of the launch of the Jennifer Anniston campaign in Ireland for Aveeno.

Outside work Ghalia is heavily involved in the FAMS charity which supports medical students from disadvantaged backgrounds.

*“Since then Ghalia has become a highly experienced digital marketer who has worked for large, complex organisations”*



## **ELIZABETH BROOKS (BARROW) '97** **Author**

Elizabeth Brooks (Barrow) was at Queen's from 1983-1997 and grew up in a book-loving, story-telling family.

She has wanted to be a novelist ever since visiting Haworth Parsonage at the age of 13, and has written numerous opening paragraphs in her time (ruining many a pristine notebook in the process).

Elizabeth has happy memories of her time at The Queen's School, especially of the lifelong friendships she made there. She particularly enjoyed the arts and humanities subjects, and went on to read Classics at Newnham College, Cambridge.

On graduating, she married and moved to the Isle of Man, where she still lives with her husband and two children. Over the years she has plugged away at her writing, finally managing to get beyond the first few hundred words in order to complete *Call of the Curlew*, which was published in June 2018.

Her hobbies include painting, playing the violin (lurking at the back of the second violins in the Isle of Man Symphony Orchestra and miming the difficult bits) and most of all reading – preferably novels with a hint of the gothic.



## DR SARAH BRANSBY MRCVS '05 Vet

During her visit back to The Queen's School, Dr Sarah Bransby MRCVS reminded us that we sometimes don't fully appreciate the opportunities we have been presented with at Queen's until after we leave.



Sarah values highly the careers support she received and realises the importance of being given the freedom as a girl to choose her academic course of study. She also relishes the fact that we're made to feel safe enough to step out of our comfort zone.

At Queen's Sarah did A-levels in maths, chemistry, biology and psychology, and declares teacher Dr Russell an inspiration and a great help in making her choose to study veterinary science at Bristol University. She cites the confidence that her Queen's education gave her as the reason she did so well at university.

To achieve the letters BSc. Hons, BVSc, MRCVS after her name, Sarah completed an extra year in the middle of her course to gain two degrees. She is now entitled to use the courtesy title 'Doctor.'

Following graduation Sarah secured a job in a six-vet mixed practice in Lincolnshire. Knowing that new graduate veterinary jobs are very competitive she was pleased to go where the job was, happily adapting her social life to a brand new area. She now works in the small animal hospital of Pride Veterinary Centre, a large practice in Derby. Animal surgery is her expertise area and making a difference to animals and owners is clearly her passion.

*“ Sarah values highly the careers support she received and realises the importance of being given the freedom as a girl to choose her academic course of study ”*



*“She has done a lot of work in supporting new junior doctors and helping them become familiar with the demanding working environment.”*

## **LISA HALLAM '05**

### **Doctor**

Lisa Hallam attended The Queen's School 1995-2005 and went on to study medicine at the University of Birmingham. She was never one of those people who know from an early age what they want to do, but having an aptitude for science and maths and aspiring to a career with lots of contact with people made medicine seem like a good choice!

She is now a GP trainee and has left Birmingham for rural Shropshire. Whilst working in medicine she has also completed a Diploma in Medical Education (The University of Dundee) and a Diploma in Obstetrics and Gynaecology (Royal College of Obstetricians and Gynaecologists).

She has done a lot of work in supporting new junior doctors and helping them become familiar with the demanding working environment.

Lisa studied Chemistry, Biology and Maths at A level with History at AS level. These subjects, and the support of the teachers at Queen's, built the foundations for her degree and gave her the skills and curiosity needed for the lifelong learning required to be a doctor.

Lisa finds general practice to be a hugely rewarding, though at times a challenging profession and feels that this is the right choice for her. Going forward she's looking to continuing her involvement in medical education and would like to further her role in women's health.



A close-up portrait of Angharad Lyddon, a young woman with long, dark brown hair, looking directly at the camera with a slight smile. The background is a neutral, light color.

## **ANGHARAD LYDDON '07**

**Opera Singer**

Angharad began a four year Bachelor of Music degree at the Royal Academy of Music in London when she left Queen's and graduated with first class honours.

After being awarded a full scholarship, she stayed on to complete a two year Master of Arts course, graduating with distinction. She then went to study at the Royal Academy Opera. During this time Angharad was a soloist for various Choral Societies around the country as well as competing in various competitions.

In 2012 she got her first professional job in the chorus at Glyndebourne and in the premiere of Melly Still's production of Janáček's *The Cunning Little Vixen*.

Since leaving the Academy in 2015 Angharad has been in a variety of shows with highlights including the 3rd Lady in Mozart's *Magic Flute* in Turku, Finland and winning 3rd prize at the Das Lied International Song Competition in Berlin.

In 2017 she stepped out on stage in acclaimed film director Mike Leigh's English National Opera (ENO) production of *The Pirates of Penzance*.

In July 2018 she was selected to represent Wales in the 2019 BBC Cardiff Singer of the World Competition.

*“ Since leaving the Academy in 2015 Angharad has been in a variety of shows with highlights including the 3rd Lady in Mozart's Magic Flute in Turku ”*



## **KARA CHIN '13**

### **Artist**

Artist and Queen's alumna Kara Chin's work has won her two prestigious prizes in only a few years. In 2018 she won the hugely prestigious Woon Foundation Art and Sculpture Prize and received a £20,000 fellowship including a year's studio space, mentoring and a final exhibition with catalogue.

The Woon Foundation Painting and Sculpture Prize offers an exceptional opportunity for students currently in the final year of their undergraduate study within the United Kingdom. The Woon Gallery of Asian Art contains rare oriental and contemporary art from The Woon Foundation Collection, including contemporary pieces from Picasso, Hirst and Warhol.

This is the second prestigious prize won by Kara. In 2013 she was the recipient of the Piran Strange Award for Young Artists at the National Open Art Exhibition.







*“She organised interviews for her clients with top tier publications including the Wall Street Journal, Forbes and the BBC.”*

## **NICOLA KIELY '15**

### **Data Analyst and International Lacrosse Player**

After leaving Queen's in 2015 Nicola moved to Ireland to study Economics and Geography at University College Dublin. She graduated in June 2018 and took up a three-month internship at Public Relations firm Wachsman, who have offices in New York, Dublin and Singapore.

After two months Nicola was offered, and accepted, a full-time position as an Account Co-ordinator, assisting in the co-ordination and execution of PR campaigns, drafting press releases and developing relationships with media to secure and grow coverage for clients.

She organised interviews for her clients with top tier publications including the Wall Street Journal, Forbes and the BBC.

In 2019 Nicola took up a role at KPMG in their Transaction Services team as an Analyst.

Outside work, Nicola has continued her successful Lacrosse career. After being selected for the Ireland Lacrosse squad in 2016, she represented her country at the 2017 World Cup and went to the European Championships in July 2019. Nicola is also a coach for Ireland Lacrosse, delivering sessions in primary and secondary schools in Dublin.

*“Nicola is also a coach for Ireland Lacrosse, delivering sessions in primary and secondary schools in Dublin.”*

Ka t t y Wha t t a n











## Igniting her potential

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