

## SCHOLARSHIPS AND ACADEMIC ENRICHMENT



ADMISSIONS OFFICE: 01483 276377  
BURSAR'S OFFICE: 01483 542061

CRANLEIGH SCHOOL, HORSESHOE LANE, CRANLEIGH, SURREY, GU6 8QQ  
TEL: 01483 273666  
[www.cranleigh.org](http://www.cranleigh.org)



“ CRANLEIGH’S MOTTO, ‘EX CULTU ROBUR’ (FROM CULTURE COMES STRENGTH) IS A POTENT AND TIMELY REMINDER THAT EDUCATION IS ABOUT SO MUCH MORE THAN JUST EXAM RESULTS

*Good Schools Guide*



“ CRANLEIGH’S ACADEMIC TEAM HELP YOU TO ACHIEVE SO MUCH MORE THAN YOU EVER THOUGHT POSSIBLE ”

*Scholarship Pupil*

“ THE QUALITY OF PUPILS’ LEARNING AND ACHIEVEMENTS IS EXCELLENT ”

*ISI Inspection Report*



“ CRANLEIGH IS A FAMILY SCHOOL – SMALL ENOUGH THAT EVERYBODY IS A SOMEBODY, BUT BIG ENOUGH TO EXCEL IN MANY DIFFERENT SPHERES. ”

*Cranleigh Parent*

## WELCOME

Cranleigh is a leading co-educational weekly boarding and day school with a strong reputation for its academic profile. Our ethos is one of full participation for each pupil and the School prides itself on offering a breathtaking range of opportunities in co-curricular activities to complement and enhance academic life.

At Cranleigh, we have set out to put thinking at the heart of the curriculum across the entire School. Supported by this environment, our academic scholars will also undertake a programme of enhanced and extension activities designed to ensure that they are equipped with every opportunity to achieve their highest goals.

The school day is built around our motto, which is Ex Cultu Robur (from culture comes strength). For Cranleighans, academic success finds its place as one element within a broader programme designed for personal flourishing through participation in music, drama and sport.

# THE CRANLEIGH ENVIRONMENT



Cranleigh is a vibrant school which is large enough for diverse opportunities and yet small enough for every individual pupil to be known, supported and encouraged. Talented pupils and individual high achievements are genuinely celebrated amongst their peers and strong House spirit ensures that pupils are supported by each other, both in celebrating achievements and managing adversity.

Visitors are always struck by the warmth and friendliness of our community. A distinct family atmosphere prevails across the boarding houses and sports fields and this extends into the classrooms and collaborative learning spaces.

The range of choices available across all year groups is designed to broaden horizons and offer both challenges and opportunities to flourish. A high staff to pupil ratio, dedicated House staff and a nurturing tutor system all ensure that pupils' personal wellbeing is paramount.





# CRANLEIGH THINKING



In lessons across the school, our distinctive approach to learning, Cranleigh Thinking, encourages students to think in more depth than the exam syllabuses require about what they're learning.

We take the view that when education is carried out like this it is both more enjoyable and more memorable. It doesn't mean we have stopped caring about those all-important exam results; it does mean that we are making sure that they aren't the only thing Cranleighans take away from their time with us. We want them to discover the joyful freedom that comes from learning to think for themselves.

Key to this is the involvement of philosophical methods of discussion, debate and inquiry, methods of broad applicability, which add excitement and rigour to lessons right across the curriculum. We are learning to see ourselves as 'Socratic mentors' to our pupils, teaching them not by providing them with the right answers but with the right questions, the ones that will enable them take the next step on the path to understanding. Teaching pupils to think reflectively, seeing their lives in a broader context, can thus contribute to their emotional well-being and resilience.



## CRANLEIGH THINKING IS BASED ON FOUR KEY PRINCIPLES:

- Learning through thinking
- Teaching through questioning
- Dialogue, not monologue
- Teaching to think, not teaching to the test



## DEVELOPING INDEPENDENCE

An initial step towards the cultivation of thoughtful, inquiring pupils, has been timetabling the opportunities for project-based learning, which brings the added advantages of more reflective independent learning and deeper research.

In the Lower School, the Higher Project Qualification gives interested students the chance to investigate their ideas beyond the constraints of the GCSE syllabus, and to develop their ability to work independently and undertake formal academic research. Successful completion of this course – which usually requires the composition of a 2,500 word project essay – results in the award of a nationally recognized, GCSE-level grade.

In the Upper School, the Extended Project Qualification (EPQ) can be used by scholars to develop similar skills in a truly in-depth way. EPQ students normally produce a 7,000-word essay based on extensive research into a topic inspired by their A-level studies; on completion, it results in a grade equivalent to half an A-level.

We offer all Sixth Form pupils the 'Perspectives on Science' and 'Culture and Humanity' programmes of philosophical seminars and training in research methods, courses offering a platform for success in the EPQ itself, as well as a reflective space for development of our pupils' capacity to think for themselves.

# ACADEMIC SCHOLARSHIPS



We award academic scholarships to pupils who take a genuine interest in the intellectual world, who have a track-record of achievement in a range of subjects, and who have the potential to become Cranleigh's academic leaders.

Our expectation is that academic scholars will perform towards the top of their year-group when it comes to our internal and, later, public exams; and, in the end, we expect most of them to be at an academic level where they could apply to Oxford, Cambridge or other world-leading universities.

We also expect scholars to play a full role in the school. In addition to participating in the range of co-curricular activities expected of every Cranleighan, we ask Lower School scholars to attend a weekly meeting of the Purvis Society. We also run two more informal discussion-groups – the Junior and Senior Socratic Societies – each of which meets several times a term, to which we would normally expect scholars to contribute.

Scholars are also encouraged to read widely around their subjects, to attend subject-specific societies, and to invite academics and other public intellectuals to come and speak at the school.



# THE PURVIS SOCIETY



The Purvis Society is our scholars' society. Each week during lunchtime, Lower School scholars attend a Purvis Society meeting, hosted by the Master of Scholars and a visiting member of staff, and attended by all the scholars in a given year-group. Staff make a short presentation, followed by a lengthier discussion on the same theme. Recent Purvis Society Lunchtime meetings have explored the consequences of Brexit, the impact of cyber-warfare on national security, the reality (or not) of the past, and the significance of molecular symmetry in Chemistry.

For the Sixth Form, Purvis Society meetings take place in the evenings, in weeks when Socratic Society meetings are not being held. These usually take the form of a seminar, although for some particularly distinguished speakers we organize lectures. Recent seminars, led by Cranleigh teachers, teachers with particular expertise from other schools, and visiting academics, have been on topics as diverse as the control of human voluntary movement, Existentialist philosophy, and the consequences of the increasing concentration of wealth among the older members of society. Recent distinguished speakers have included Prof A.C. Grayling, Master of the New College of the Humanities; Prof Simon Blackburn FBA, a former Professor of philosophy in the University of Cambridge; and Lord Justice Phillips, a Court of Appeal judge.

# HIGHER EDUCATION



We provide all pupils with detailed advice to ensure they make the right choice about their academic future. The majority of scholars consider an application to Cambridge, Oxford or an equivalent-level university, and we encourage them to begin thinking about how to make the best decision in this regard during the Lower School.

We provide explicit guidance about what these elite institutions are looking for in their applicants, and, in the Upper School, we provide subject-specific mentoring for admissions tests and interviews. Throughout, we emphasize that nobody can be 'coached' into Oxbridge: we make clear that an ability to take the initiative intellectually, and to demonstrate a track-record of hard work and academic achievement, are the key things these universities are looking for. Any scholar who has engaged fully with the opportunities we offer, however, will be abundantly well prepared in this regard.