



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

CRANLEIGH SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Cranleigh School

The preparatory school was inspected at the same time and a separate report published.

Full Name of School	Cranleigh School
DfE Number	936/6017
Registered Charity Number	1070856
Address	Cranleigh School Horseshoe Lane Cranleigh Surrey GU6 8QQ
Telephone Number	01483 273666
Fax Number	01483 273696
Email Address	mrp@cranleigh.org
Headmaster	Mr Martin Reader
Chair of Governors	Mr Anthony Townsend
Age Range	13 to 18
Total Number of Pupils	627
Gender of Pupils	Mixed (398 boys; 229 girls)
Number of Day Pupils	Total: 164
Number of Boarders	Total: 463 Full: 37 Weekly: 426
Inspection Dates	24 Nov 2015 to 27 Nov 2015

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI boarding intermediate inspection was in October 2012, the previous ISI interim inspection was in December 2009 and the previous ISI full second cycle inspection was in March 2006.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iii) an investigation of the financial viability of the school or its accounting procedures;
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for children aged under two), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

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Mrs Pauline Clark	Team Inspector (Deputy Head, GSA school)
Mrs Harriet Granville	Team Inspector (Former Deputy Head, GSA school)
Mrs Mary Ireland	Team Inspector (Head, HMC school)
Mr Alasdair McBay	Team Inspector (Director of Studies, HMC school)
Mr Alexander Mitchell	Team Inspector (Headmaster, IAPS school)
Mr John Pearson	Team Inspector (Director of Studies, HMC school)
Mr Nicholas Plater	Team Inspector (Deputy Head, HMC school)
Mr Matthew March	Co-ordinating Inspector for Boarding
Mr Richard Feldman	Team Inspector for Boarding (Former Housemaster, HMC school)

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	8
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for pastoral care	9
(c) The contribution of arrangements for welfare, health and safety	10
(d) The quality of boarding	11
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	13
(a) The quality of governance	13
(b) The quality of leadership and management, including links with parents, carers and guardians	13

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Cranleigh School is a boarding and day school for pupils aged 13 to 18. It was founded in 1865 as a boys' boarding school. The school occupies a large estate near Cranleigh, eight miles from Guildford. Girls were first admitted to the sixth form in 1972, and first joined the school from the age of 13 in 1999. Cranleigh Preparatory School shares many facilities with the senior school. The current headmaster took up the post in 2014.
- 1.2 The school aims to challenge and inspire all pupils by broadening their horizons, enriching their learning and supporting them throughout each step of their journey. It seeks to enable them to flourish while leading busy, fulfilled lives and developing the personal skills and qualities to enhance their adult lives. Reflecting the school's Christian heritage and cultural background, the school places the values of service, relationships, leadership and excellence at the heart of its educational provision. It seeks to encourage pupils to explore and ask central questions about their purpose and identity, and to shape the future culture of the world. The school is a charity, limited by guarantee, the trustees of which form the governing body. The articles of association date from 2010. The governors also have responsibility for the preparatory school.
- 1.3 Since the previous inspection, new facilities for science, mathematics and modern foreign languages have been opened, as well as several sports facilities. An art and design centre has been established, and boarding accommodation, the dining hall and the chapel have been refurbished.
- 1.4 The school has 627 pupils, of whom just over a third are girls. There are 463 boarders and 164 day pupils. The school is a predominantly local boarding community, and most boarders return home after sports fixtures on Saturday afternoon; 37 pupils, mostly from overseas or expatriate families, are full boarders. The ability profile of the senior school is above the national average. Over four-fifths of pupils have ability that is at least above average, with few having below average ability. The ability profile of the sixth form is slightly above the national average for pupils in sixth-form education, with a fairly wide spread of abilities represented. Pupils come mainly from professional and business backgrounds. They are mostly of white British origin, with few from minority ethnic backgrounds. The school has identified 113 pupils as having special educational needs and/or disabilities (SEND). Of these pupils, ten receive specialist support and one has a statement of special educational needs. Twenty-four pupils have English as an additional language (EAL), of whom seven receive support for their English.
- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following table.

School	NC name
4 th Form	Year 9
Lower 5th	Year 10
Upper 5th	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is highly successful in meeting its aim of enabling young people to flourish and to lead busy and fulfilled lives. Pupils' overall achievement is excellent. Their achievement in the fine arts, drama and music is outstanding, and exceptional in a wide range of sports, both locally and nationally. Examination results over time and evidence gathered during the inspection show that pupils' attainment is consistently high at GCSE, International GCSE (IGCSE) and A level. Their progress, including that of pupils with SEND or EAL, is high in relation to the average for pupils of similar abilities. Pupils' attitudes to their learning and work are positive. They work well together and show a purposeful approach. The curriculum is excellent and co-curricular opportunities are wide ranging and appropriately challenging. Pupils with SEND or EAL are given good support. The use of information and communication technology (ICT) by pupils in their studies is limited. The quality of teaching is good and much is inspirational. Relationships between teachers and pupils are excellent. In some lessons, the most able pupils do not receive consistently appropriate challenge. There are limited opportunities in lessons for pupils to demonstrate their independent learning skills, although the school has begun to address this issue. The overall quality of marking is good but it does not consistently provide sufficient information for pupils on how to improve their work.
- 2.2 The pupils show an excellent standard of personal development and a mature understanding of cultural diversity. They reflect British values in their tolerant, open-minded attitudes. They are reflective, considerate, courteous and ready to engage in discussion of moral and ethical issues. They show a deep appreciation of their school and an enthusiasm for helping those less fortunate than themselves outside it. Pupils benefit from excellent pastoral care. Arrangements for welfare, health and safety are excellent and appropriate safeguarding measures are in place. Staff know their pupils well. The school expects high levels of behaviour, which the pupils achieve, and employs a variety of methods to ensure that pupils are able to express their views. Pupils are encouraged to lead healthy lifestyles. The quality of boarding and outcomes for boarders are excellent.
- 2.3 The school meets all regulatory requirements. Governance is excellent. Governors provide strong support and are actively involved in strategic planning and in monitoring the school's safeguarding procedures. Leadership and management are good. Senior leaders provide clear educational direction, supported by professional development, monitoring and training. Departmental responses do not always reflect the priorities of the whole-school development plan. Recruitment checks are appropriately carried out on staff and the single central register of appointments is meticulously maintained. In response to previous inspection recommendations, the school has expanded ICT provision, though not its use among pupils for their learning, and begun to increase its focus on independent learning. Parents show overwhelming support for the school and its educational and pastoral provision. A small minority of pupils raised some concerns in response to the pre-inspection questionnaire about the fairness of sanctions and rewards, opportunities to express their views, the quality of food, and the balance of free time in the evenings and at weekends. Inspection evidence did not support these views, although the school's response to issues raised by pupils is not always sufficiently clear. Pupils also

reported a lack of opportunities to take on responsibilities, which inspectors found to be the case below the sixth form. Pupils greatly enjoy being at the school.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Improve the monitoring of departmental leadership and management in order to achieve greater consistency in implementation of whole-school policies and initiatives.
 2. Implement existing plans to strengthen provision for pupils to develop their independent learning skills and their use of ICT to support these.
 3. Make clearer the response of the school to issues raised by pupils.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 The school is highly successful in meeting its aim to enable young people to flourish, to lead busy and fulfilled lives in the present, and to develop the personal skills and qualities to enhance their adult lives.
- 3.3 Pupils are articulate, whether discussing *The Tempest* or in explaining their solutions to electricity problems. Their written work shows a high level of literacy. Pupils are numerate and solve novel and complex problems efficiently. In science, they demonstrate excellent practical and experimental skills. Pupils' use of the library and of ICT in their learning, and independent learning outside the creative arts, are less evident. Pupils show excellent reasoning skills. For example, they readily deduced chemical properties of elements from their atomic structure. In the sixth form, pupils produce excellent research as part of their work for the Extended Project Qualification (EPQ).
- 3.4 The pupils' achievement in sport is exceptional. In the last two years, teams in cricket, kayaking, rugby, equestrian events and girls' hockey have won national championships. Many pupils have achieved representative honours at national and county levels, and around 40 teams regularly represent the school in a wide range of sports.
- 3.5 Achievement in the arts is strong. The volume and variety of artwork on display around the school are striking and its quality is outstanding. Pupils' performances in co-curricular drama are excellent, exemplified by the school's recent innovative rendition of the *Alice in Wonderland* story. A large number of choirs, orchestras and ensembles perform to a high level and pupils achieve the highest standards in external music examinations. The whole school singing in chapel is particularly rousing, both at services and in the exuberant weekly hymn practice.
- 3.6 Pupils achieve success in national academic competitions in mathematics, science and poetry. In recent years, high numbers of pupils have achieved success through participation in The Duke of Edinburgh's Award, with around 30 annually completing the gold level.
- 3.7 The following analysis uses national data for the years 2012 to 2014, the most recent three years for which comparative statistics are currently available. Results at GCSE have been above the national average for maintained schools and similar to the national average for maintained selective schools, showing improvement from 2012 to 2014. In 2014, girls' results were well above the national average for girls in maintained schools, and above the national average for girls in maintained selective schools. Overall, IGCSE results are higher than worldwide averages and above the average for UK schools taking IGCSE in English literature and German. A-level results have been well above the national average for maintained schools, and above the national average for maintained selective schools. Results in 2015 have been consistent with those in previous years.
- 3.8 The level of attainment at GCSE and at A level, together with standardised measures of progress that are available, indicate that pupils, including the most able, make progress that is high in relation to the average for pupils of similar abilities.

Pupils with SEND or EAL, both in lessons and in public examinations, achieve and progress at a similar level to that of other pupils. Most pupils gain places at their first-choice universities, including those with highly competitive entry requirements.

- 3.9 Pupils have positive attitudes to learning and to their work. They are particularly efficient at organising their work. They have excellent relationships with each other and collaborate well. They are quick to settle to learn, and keen to take part and to contribute. They show a high level of application to their endeavours, for example in persevering to make sense of paradoxes in a thinking skills lesson. Pupils follow instructions efficiently and cheerfully as a result of excellent relationships with their teachers.

3.(b) The contribution of curricular and extra-curricular provision

- 3.10 The contribution of curricular and extra-curricular provision is excellent.
- 3.11 The curriculum meets the school's aim to offer pupils a range of opportunities so that they can achieve to the best of their abilities and be prepared for life beyond the school. It is well planned and appropriately challenging. It fully covers all the required areas and is regularly reviewed in order to ensure that it meets the pupils' needs. In September 2015 the length of individual lessons was increased to improve the effectiveness of teaching. In Year 9, pupils study a wide range of subjects, with options including classical subjects. Pupils take ten IGCSEs or GCSEs, including at least one modern foreign language and a course in religious studies. In the sixth form, pupils choose from 25 subjects, leading to A-level or Pre-U qualifications. The EPQ is offered in addition. Pupils of all ages follow programmes in physical activities and in personal, social, health and economic education (PSHEE), in which topics appropriately match the age and development of the pupils. Pupils receive helpful careers guidance, including a careers fair and a university application day.
- 3.12 Good support for pupils with SEND or EAL is provided throughout the school through early identification and individual attention. Gifted pupils are supported by a comprehensive, departmentally organised programme of extension activities, including science Olympiads, mathematics challenges and essay competitions. The Purvis Society provides a varied and thought-provoking programme for academic scholars. More able pupils in the sixth form have specialist subject mentors to assist with preparation for entry to universities.
- 3.13 At the previous full inspection a recommendation was made regarding development of the pupils' independent and inquisitive learning habits. The well-resourced library provides opportunities for this but is mostly used instead as a venue for private study by pupils. Senior pupils help to run the library and staff write reviews of new acquisitions to assist pupils' choices. A recommendation was also made to increase the use of ICT at all levels of the school. A wireless network has been installed throughout the school, and pupils have begun to make greater use of mobile devices. The use of the virtual learning environment is growing, supported by the recently introduced resource co-ordinators in each department. Although pupils have increased their use of ICT during prep times, little evidence was found of its use during lessons or in the scrutiny of pupils' work.
- 3.14 The co-curricular programme is wide ranging and much valued by pupils and parents, as indicated in responses to the pre-inspection questionnaires. Pupils' participation is monitored and reported on by tutors. In addition to departmentally

organised and other clubs, some run by senior pupils, there are opportunities to participate in the Combined Cadet Force, The Duke of Edinburgh's Award and many other activities. Pupils broaden their experience of the local and international community through trips and visits off site, including links with a partner school in Zambia, helping young people with SEND, visits to local primary schools and care homes, and helping in charity shops or a local library.

- 3.15 Large numbers of pupils participate in an exceptionally wide variety of sports. The extensive and well-maintained playing fields and excellent facilities are a significant asset that supports this. In addition to major team sports, other physical pursuits, such as equestrianism, fives, water polo and kayaking, all contribute to an ethos of strong team spirit as well as individual endeavour. Space is found during the busy week to provide protected time so that elite sports players and musicians can practise. The curriculum and co-curricular activities provide balanced coverage of political issues. The involvement of all the teaching staff with co-curricular activities reflects the importance that the school places on this part of the pupils' education.
- 3.16 The range of drama productions each year is extensive. Fifteen musical groups, including a symphony orchestra, bands, and the chapel and other choirs, perform in over thirty concerts each year. An excellent rehearsal for a musical production of *Les Misérables* was observed during the inspection. Several art and design exhibitions are mounted each year.

3.(c) The contribution of teaching

- 3.17 The contribution of teaching is good.
- 3.18 Teaching successfully promotes high levels of achievement and learning, and much is inspirational. Pupils are wholly engaged, enabling them to articulate their thoughts and discuss issues maturely. Teaching is challenging, meets the needs of all the pupils and shows careful planning. As a result, pupils of all abilities make a high rate of progress, including those with SEND or EAL, who receive clearly targeted support.
- 3.19 Insufficient progress has been made towards implementing the recommendation from the previous interim inspection to increase the opportunities in lessons for pupils in Years 9 to 11 to demonstrate their own independent learning skills. Although the most able are appropriately challenged in many lessons, this was not consistent in all subjects. In Years 9 to 11 pupils have fewer opportunities for independent learning than in the sixth form. The school has recognised this and begun to extend the independent learning philosophy throughout. Relationships between staff and pupils, and among pupils, are excellent. Pupils feel able to contribute in a supportive environment and as a result are willing to try out new ideas, as they did successfully, for example, in a lesson on Utopianism.
- 3.20 Teachers are knowledgeable. In the best lessons, skilful question and answer techniques encourage the pupils' learning, and discussion is allowed to follow when appropriate. The appointment of new senior staff with responsibilities for digital learning and for learning, teaching and innovation reflects the school's commitment to extend further the pupils' capacity to learn for themselves.
- 3.21 Marking is generally good. Sixth-form pupils particularly benefit from helpful comments on how to improve their work. The best marking is detailed, leads to a discussion between teacher and pupil, involves pupils in their own assessment and gives guidance on the most effective means to improve. However, not all marking

and assessment are as rigorous. Practice is inconsistent across year groups and within departments, and marking is in some cases cursory.

- 3.22 In pupils' questionnaire responses, a small minority did not feel that homework helps their learning. The inspection judgement is that homework is not always purposeful or set appropriately. In discussions, younger pupils explained that the homework timetable is not adhered to, and in a few lessons observed, homework was set at the last minute and tasks were not clearly structured.
- 3.23 An effective tracking system clearly identifies the pupils' academic successes and any concerns that are acted upon by house staff and tutors. Performance is closely monitored through discussions with pupils and the setting of targets. Parents are also consulted where necessary. Pupils welcome such close monitoring and have a clear understanding of what they have to do to improve.
- 3.24 In pre-inspection questionnaire responses and discussions, pupils were positive about the support they receive both in and out of class. The many clinics and accessibility of staff are valued, and pupils recognise the extent to which teachers help them to learn. Those with SEND or EAL receive individualised support. A well-developed system of learning support enables teachers to be aware of the particular needs of their pupils and to provide appropriate support. Teaching successfully fulfils the requirements set out in statements of special educational needs.
- 3.25 Teaching actively promotes tolerance and respect, and is non-partisan in the coverage of political issues.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The pupils' personal development reflects the aim of the school to value and nurture them as individuals and thus prepare them for life beyond school, and to foster service, relationships, leadership and excellence. By the time they leave, pupils are self-confident, articulate and mature young adults, who show a respect for other beliefs and cultures. They are caring, responsible, tolerant, open-minded members of the school community.
- 4.3 The pupils' spiritual awareness is excellent. Their reflectiveness and thoughtful self-awareness are encouraged by the setting of the school, which gives them the opportunity to appreciate nature within its grounds, and by the school's Christian ethos and the chapel. Pupils take advantage of opportunities for spiritual reflection provided by the chapel and welcome into the community those of different faiths or none. Pupils react with whole-hearted enthusiasm to hymn-singing in the chapel and look forward to thought-provoking lectures.
- 4.4 Pupils display high levels of moral development. They understand what is right and wrong, and are considerate and courteous. They show a good understanding of public institutions and respect the English legal system. Through a wide range of studies and co-curricular activities they are imbued with British values, including democracy, individual liberty and the rule of law. Pupils understand and respect the need for self-discipline and respond positively to their teachers, tutors and house staff. They benefit from discussion of the moral and ethical issues addressed in chapel, tutor time, religious studies, history and politics, and in the wide-ranging PSHEE programme and the Purvis Society.
- 4.5 Pupils' social awareness is excellent. They have a deep appreciation for their school and community, confirmed in discussions, including during meals and visits to the boarding houses. Pupils help each other with sports coaching and as moral supports, and some refer to their house as "their family". Pupils reported a lack of opportunities to take on responsibilities at school. Inspectors found that opportunities abound in the sixth form, but that in Years 9 to 11 these are less widely available. Pupils experience the democratic process through their involvement in house councils. They maintain a local war memorial and the band plays in the village on Remembrance Day. Pupils raise money for house and school charities. The pupils' involvement in support of a school in Zambia, through sponsored activity in the UK, and participating in building work, wider community activity and teaching at the school, has proved life changing for many.
- 4.6 Pupils develop sensitive cultural awareness. They gain an excellent understanding of their own culture through involvement in music and participation in dramatic productions. Pupils benefit from exciting and innovative art programmes such as 'Imaging the Body', from visiting galleries at home and abroad, and from the many opportunities to travel internationally, for example on sports tours or to World War 1 battlefields. Pupils appreciate the value of cultures different from their own through learning about other faiths and hearing speakers from other backgrounds, and understand the importance of identifying and combatting discrimination. The school motto 'Ex Cultu Robur' ('From culture comes strength') is realised.

4.(b) The contribution of arrangements for pastoral care

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The care provided for pupils and their personal development reflects the school's aim to create a community that nurtures mutual support and promotes a sense of belonging and security. The strong house system ensures that staff know and support their pupils well academically and in their personal development.
- 4.9 Relationships between staff and pupils are excellent. Pupils feel confident that there are tutor and house staff with whom they can comfortably discuss a concern; they also report that any issues are dealt with in a sensitive and swift manner. The school encourages the pupils to be active in the pastoral care system. Pupils speak highly of the 'Big Sister/Brother' programme, and sixth-form pupils provide valuable peer support throughout the school.
- 4.10 Pupils learn of the importance of a healthy lifestyle and benefit from the wide range of opportunities for exercise afforded by the extensive co-curricular programme. The PSHEE programme promotes healthy lifestyle choices and provides guidance on diet and mental well-being. In response to the questionnaire, a small minority of pupils expressed dissatisfaction with the food provided, though during the inspection pupils commented positively on the choice of menu and the quality of breakfast and lunch in particular. Inspection found that meals are nutritious, with sufficient choice to suit all pupils.
- 4.11 High standards of behaviour are expected and achieved throughout the school, supported by a clear policy to guard against bullying. Records indicate that the rare cases are dealt with sensitively and effectively, as confirmed in pupil discussions. A system of well-recorded credits and demerits is used to track pupil behaviour. In questionnaire responses, a small minority of pupils felt that teachers are unfair in the application of rewards and sanctions. Pupil discussions and individual records reflected a system that is felt to be fair and understood. Pupil questionnaire responses strongly indicated that bullying is not a concern and this was confirmed in pupil discussions; pupils take pride in the fact that rules are known and enforced.
- 4.12 The school has a suitable accessibility plan for pupils with SEND; needs are tracked and communicated to staff and parents. Support for any pupil with a statement of special educational needs is particularly well directed and effective.
- 4.13 The school employs a variety of methods to seek pupils' views, including house councils, regular meetings with senior staff and the suggestion box. A minority of pupils indicated in response to the questionnaire that they do not have an opportunity to voice their opinions. Inspectors found that pupils are able to express their views, but that the communication of the school's response is not always clear.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.14 The contribution of arrangements for welfare, health and safety is excellent.
- 4.15 The school works effectively to make sure that all pupils are kept safe. Detailed safeguarding policies and procedures are in place, and all required checks are made when recruiting staff and carefully recorded. All staff receive appropriate training in child protection, and effective systems are in place to make sure this training is updated regularly. Staff with responsibility for safeguarding are vigilant in checking the welfare of any vulnerable pupils, and take prompt and effective action when it is needed, including close liaison with local welfare agencies.
- 4.16 All necessary measures are taken to reduce risks from fire and other hazards. Fire risk assessments are appropriately carried out. Fire drills, covering evacuation from both classrooms and boarding houses, take place regularly. The school site is well maintained. School leaders place a high priority on keeping pupils safe, and are vigilant in monitoring the security of the school premises. All aspects of school safety are regularly reviewed, and any recommendations are implemented. Regular and thorough assessments are undertaken of any risks posed by all school activities, including sports and off-site visits. Pupils are taught effectively how to stay safe when using the internet and new technologies.
- 4.17 Staff are trained in first aid. The school's medical centre is staffed by qualified and suitably trained nurses, and provides high quality care for pupils who are ill or injured, or who have SEND. Pupils have regular opportunities to speak to a trained counsellor if they have any concerns.
- 4.18 All admission and attendance registers are carefully maintained and kept for the requisite period of time.

4.(d) The quality of boarding

- 4.19 The quality of boarding is excellent.
- 4.20 Outcomes for boarders are excellent. Boarding is central to the school, whose ethos underpins all aspects of the boarding community. Boarders are confident and self-reliant; they exhibit a high degree of pride in both their house and the school, and learn to live happily alongside their peers. This contributes to the co-operative, tolerant and positive nature of the houses. Pupils have excellent relationships with the boarding staff and are valued by their peers. Those with sporting, musical or artistic ability find their excellence applauded, whilst those with less obvious talents do not feel excluded. Houses have effective policies in place to guard against all forms of bullying. Pupils feel strongly that bullying, including cyber-bullying, is not a concern within the houses. New boarders are carefully inducted into the house community and older pupils offer help and guidance. The structure of the houses, in which all Year 13 pupils are house prefects, offers limited leadership opportunities to younger pupils. The prefects, who receive safeguarding and other leadership training, make a significant contribution to the smooth running of the houses and offer informal role models to younger pupils. The views of boarders are actively sought through the house council, the suggestion box and regular boarder surveys. Boys and girls report that they feel well looked after and safe within their boarding environment and that there are many adults to whom they can turn if the need arises. The homely atmosphere encourages boarders to care for and look after each other. Boarders display a strong sense of togetherness and mutual support. They reported in discussions that they trust each other and easily make friends throughout the house. To the boarders, the house is felt to be their term-time home and their commitment to their house and school is palpable.
- 4.21 The quality of boarding provision and care is excellent and helps to keep boarders safe, fit and healthy. Boarders' individual needs are supported effectively and each house has a central informal meeting point. The medical centre provides continual care for boarders. All medicines are securely stored and medical confidentiality is maintained. Each boarder has the opportunity to lock valuables away, and boarders are confident that their possessions are secure. Minor personal items are available to purchase through the school shop. The local village is easily accessible for larger items. All houses have secured entrances. Any concerns are addressed through the school's complaints policy. Boarders are able to gain awareness of current events in the outside world through television, newspapers and personal mobile devices. In response to the questionnaire, a small number of pupils raised concerns over the balance of free time and activities. Discussions with pupils and documentation confirmed that there are suitable opportunities available for them to relax in the course of a busy working week. Most boarders return home at weekends and those from overseas often go to the homes of local pupils. Boarding houses are decorated to a high standard and comfortably furnished. Bedrooms are light and airy. Younger pupils sleep in dormitory areas; older pupils have greater privacy in smaller rooms or single study bedrooms. Networked computer rooms are provided within each house, with appropriate safeguards in place. Shower and toilet facilities offer appropriate privacy. Laundry is managed centrally or within the houses. Boarders are able to maintain regular contact with their families. The school communicates effectively with parents, carers and guardians. A written health and safety policy is in place and effectively implemented. The school carries out regular fire drills in the houses, including in boarding time. In response to the questionnaire, a small minority of pupils felt that the food is not good. In viewing and sampling food and from discussions with pupils, particularly during mealtimes,

inspectors found no evidence to support this view: boarders, including those with special dietary requirements, are provided with food of good quality which is varied and nutritious. Drinking water and snacks are available outside mealtimes.

- 4.22 Arrangements for the boarders' welfare and safeguarding are excellent. Boarders feel that bullying, including cyber-bullying, is not a concern. All boarders receive guidance in safeguarding. The school effectively implements its safeguarding policy. This is monitored by the safeguarding governor, who is seen as a perceptively 'critical friend'. The school operates safe recruitment procedures. Appropriate checks are carried out on all staff and on all other adults living on the same premises as boarders, for whom additional agreements are in place giving guidance on contact with boarders. All visitors to boarding accommodation are appropriately supervised. The school does not make any arrangements for the appointment of guardians. The designated safeguarding lead (DSL) and deputies are trained at the appropriate level. Boarders have many staff to whom they can turn if needed, including external agencies and an independent listener. Housemasters, housemistresses, matrons and other house staff are approachable and readily available. Pupils are able to consult the school counsellor as required. House staff receive appropriate training in safeguarding and non-boarding staff receive, in addition, formal induction into boarding. The roles of any other adult members of staff households within boarding houses are made clear. There are always sufficient, suitably qualified and experienced staff supervising boarders. Records show that staff know the whereabouts of boarders or know how to locate them at all times. Staff are familiar with and know how to implement the school's policy in relation to missing pupils. Boarders are always able to contact a member of staff in the house at night. Staff accommodation is separate from that of boarders and any access to it by boarders is appropriately managed and supervised.
- 4.23 The quality of leadership and management of the boarding provision is excellent. The senior management team, which includes senior boarding representation, shows good skills and knowledge appropriate to its role; it consistently fulfils its responsibilities effectively. Its oversight of boarding is effectively monitored by governors to ensure the active promotion of pupils' well-being. Day pupils are fully integrated into the boarding houses and there are strong links between academic and residential staff. Senior boarding staff have appropriate experience and receive relevant training. New boarding staff receive detailed induction. Policies are standardised among the houses to ensure consistency in the treatment of boarders. Records are effectively maintained and monitored. The school's information management system allows all relevant matters to be available to the DSL and to appropriate members of the academic and medical staff. In their responses to the questionnaire, parents were overwhelmingly supportive of boarding provision for their children.
- 4.24 Following a recommendation from the previous interim boarding inspection, housemasters and housemistresses communicate regularly to ensure consistent implementation of effective systems across the houses.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Governance strongly supports the ambitious aims and the values of the school, and plays a major role in its successful development. The work of the governing body is supported by several sub-committees that deal with specific aspects including strategy, education, estate and finance. The members of the governing body bring an excellent range of professional experience to their work. Several governors are parents of current or former pupils and therefore contribute a detailed awareness of the work of the school. The relevant sub-committees have wide-ranging responsibilities that enable them to exercise effective monitoring and oversight. Each sub-committee scrutinises allocated school policies before they are submitted to the full governing body. Governors attend occasional training and receive reports from staff on key issues, including safeguarding. Individual governors visit the school regularly to become better informed about the work and successes of the pupils and to monitor the implementation of specific policies. They carry out a regular appraisal of the school's leadership.
- 5.3 Board meetings are held termly at which governors receive and discuss reports from the school's leadership and the sub-committees. Minutes of meetings are reviewed to ensure the implementation of decisions taken by the board. Governors have an extensive knowledge of the working of the school. They take an active role in the management of its finances and in strategic planning, including long-term further improvement and expansion of the school's facilities. Regular meetings and close co-operation between the school leadership and governors complement the role of governors as 'critical friends'. Governors effectively discharge their responsibilities for the welfare, health and safety of the pupils, including scrutiny of the single central register of appointments. A thorough annual review of safeguarding is carried out by the board.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.4 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.5 Leadership and management make a strong and significant contribution to realising the aims of the school. The recently restructured senior management team is cohesive and reflective, and has produced a detailed strategic plan that sets out an imaginative vision for the future. Senior staff are committed to the ongoing improvement of the school to help pupils to develop the skills and qualities to allow them to lead fulfilled lives at school and beyond. Thorough and honest self-evaluation plays a key part in this and includes consultation with staff which reflects the school's constant emphasis on democratic processes. This has resulted in 'Vision 150', a plan to build on the school's shared ethos to deliver excellence in every area of school life. Senior leaders provide purposeful educational direction and support, reflected in the high quality of outcomes achieved by the pupils and their high level of personal development.

- 5.6 Established procedures secure high quality, appropriately qualified staff. Safeguarding is a priority of leadership and management and is included in the induction programme. Training in welfare, health and safety is provided for the whole staff. All required employment checks are carried out and the single central register is meticulously maintained.
- 5.7 Effective departmental leadership has ensured that challenging initiatives have been successfully introduced, focusing on improvement in teaching and learning. Individual departments review pupils' results annually and carry out lesson observation and work scrutiny. Timetable adjustments have been made to enable heads of department to monitor more effectively the performance of individual teachers and the implementation of departmental assessment procedures. Departmental development plans do not always reflect the priorities of the wider school development plan, for example in their approach to the use of the virtual learning environment.
- 5.8 Professional development of staff is encouraged through comprehensive induction programmes for new staff, certificated in-service training and support for externally provided courses. Whole-staff training is provided each term, often by members of staff who have relevant expertise. A supportive biennial appraisal scheme is in place which includes contributions from both academic and pastoral staff and a member of the senior management team, resulting in the setting of clear targets to lead to whole-school improvement and individual staff development.
- 5.9 Pastoral leaders are highly effective in sharing efficient systems to ensure consistency and individual support for pupils in their care. Tracking data and the monitoring of pupils' progress have been strengthened by the introduction of allocated time for staff to exercise pastoral care. This supports the school's aim of helping all pupils to achieve to the best of their ability within a framework of shared values and standards.
- 5.10 Management ensures that the outstanding school site is well maintained. Financial resources are well managed. Individual departments are well resourced, with the aim of enhancing the quality of the pupils' learning.
- 5.11 The school maintains excellent links with parents, carers and guardians. Responses to the pre-inspection parent questionnaire overwhelmingly indicated strong satisfaction with the education and support provided for pupils. Parents expressed whole-hearted appreciation of the wide range of co-curricular activities provided and considerable satisfaction with their children's happiness and safety while at school.
- 5.12 Effective communication is maintained through regular, constructive contact with parents by various formal and informal means, including a termly newsletter and the headmaster's newsletters, the school website, the school magazine, *The Cranleighan*, academic reports and parents' evenings. House staff communicate frequently with parents. Concerns are handled sensitively and quickly in accordance with the school's complaints policy, which is available to parents, although it is rare that this has needed to be used.
- 5.13 Parents have good opportunities to be actively involved in the work and progress of their children. They attend matches, plays, concerts and exhibitions. A range of supportive PSHEE talks is available for parents to attend which include e-safety, drugs and relationships, and parents' involvement has enhanced the careers, work experience and enrichment programmes. Parents relate strongly to the school and are involved effectively in their children's education, actively fostering the school's

family spirit, further reflected in the organisation by parents of a ball to celebrate the school's 150th year.

- 5.14 Parents of current and prospective pupils are provided with a comprehensive range of well-designed publications containing relevant information on various aspects of the school. Each term, current parents receive clear and useful written and oral reports about their children's work and progress, which offer suitable guidance on how to improve and fully reflect teachers' knowledge of and care for the pupils.

What the school should do to improve is given at the beginning of the report in section 2.