



**INDEPENDENT SCHOOLS INSPECTORATE**

**CRANLEIGH SCHOOL**

**INTERIM INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Cranleigh School

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

Full Name of School	<b>Cranleigh School</b>
DCSF Number	<b>936/6017</b>
Registered Charity Number	<b>1070856</b>
Address	<b>Cranleigh SchoolHorseshoe Lane Cranleigh SurreyGU6 8QQ</b>
Telephone Number	<b>01483 273666</b>
Fax Number	<b>01483 273696</b>
Email Address	<b>enquiry@cranleigh.org</b>
Head	<b>Mr Guy de W Waller</b>
Chair of Governors	<b>Mr Anthony Townsend</b>
Age Range	<b>13 to 18</b>
Total Number of Pupils	<b>613</b>
Gender of Pupils	<b>Mixed (409 boys; 204 girls;)</b>
Numbers by Age	<b>13-16: 373                      16-18:240</b>
Number of Day Pupils	<b>164</b>
Number of Boarders	<b>Total:                      449 Full:449</b>
Inspection Dates	<b>1 Dec 2009 to 2 Dec 2009</b>

## PREFACE

This report is according to the *Independent Schools Inspectorate (ISI) schedule* for INTERIM inspections. The inspection is a two day visit with a focus on compliance with regulatory requirements. ISI inspections occur every three years and have two formats, interim and standard, which usually occur in an alternating pattern. The school's next inspection will therefore follow the standard schedule, which includes two visits totalling five days and places greater emphasis on the quality of education and care in addition to reporting on regulatory compliance. The school's previous inspection was in March 2006.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

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

A specific inspection of boarding was not carried out and the report does not contain judgements on the National Minimum Standards for Boarding Schools. Any comments on boarding arising from this inspection are in the context of the school as a whole. The existing report on boarding was produced by the Children's Directorate of the Office for Standards in Education (Ofsted) and can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) under Inspection reports/Boarding schools.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Cranleigh School is a Christian, co-educational boarding and day school. It aims to provide the necessary education and appropriate training to enable pupils to develop their potential as individuals and to become confident members of society and effective contributors to it. It seeks to ensure that all pupils achieve to the best of their ability through experiencing a wide range of opportunities within a framework of shared values and standards. The school is predominantly a local boarding community, which aims to establish a strong and active partnership with parents and the local community. The school, a registered charity, has the same governing body as Cranleigh Preparatory School.
- 1.2 Founded in 1865 as a boys' boarding school, it became fully co-educational in 1999, having accepted girls into its sixth form since 1972. The school is set in 240 acres near the town of Cranleigh in Surrey and eight miles from Guildford. Since the last ISI inspection in 2006 a large teaching centre, housing science, mathematics and modern languages, and an art and design centre, have been opened.
- 1.3 The school has 613 pupils on roll, 409 boys and 204 girls, and 449 of these are full boarders; 373 pupils are aged 13 to 16 years and the sixth form has 240 pupils aged 16 to 18 years. The ability profile of the school is above the national average, but encompasses a relatively wide range. Most pupils are recruited from the local area, with few from overseas or from minority ethnic backgrounds. Ten pupils have English as an Additional Language (EAL) and three of these are receiving specialist support. No pupil has a statement of special educational need, but the school has identified 103 pupils who may require general support because of learning difficulties or disabilities, eight of whom receive specialist support.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

School	NC name
Fourth Form	Year 9
Lower Fifth	Year 10
Upper Fifth	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

## **2. THE SUCCESS OF THE SCHOOL**

### **The quality of the pupils' achievements and their learning, attitudes and basic skills**

- 2.1 Pupils of all ages are articulate; they speak and write fluently. Most pupils have very good mathematical, scientific and practical skills and they use information and communication technology (ICT) confidently. They apply themselves in class diligently, often exhibiting a real love for learning. In the sixth form pupils are ready to hypothesise, show good powers of analysis and engage readily in debate, building on one another's ideas; opportunities to demonstrate independent learning habits are more limited in GCSE classes. Results in GCSE over the last three years have been high when compared with the national average for all maintained schools. All pupils achieved 5 A\*-C grades at GCSE including English and mathematics and two-thirds of entries were graded A\* or A. The pupils' performance in A level has been high when compared with the national average for all maintained schools. At A level, four-fifths of entries are graded A or B. These examination results represent good progress over time in relation to the pupils' above average ability. Pupils are successful in gaining places at their chosen university. They also enjoy team and individual successes, for example, in national mathematics competitions, in music examinations and in sports such as cricket, equestrianism, hockey, rugby and tennis.
- 2.2 The pupils' success owes much to good teaching, which is rooted in the teachers' strong subject knowledge and thorough lesson planning. In good and excellent lessons, the teacher's probing questioning and skilful orchestration of time ensure that pupils make good progress in learning new concepts and skills. Sometimes, younger pupils do not have enough opportunity to manage their own learning. At its best, marking provides pupils with clear ideas as to how they can improve their work, but marking in some subjects lacks detail and consistency. The tracking and monitoring of pupils' progress and attainment are excellent and well led by tutors and subject teachers. The provision of resources is very good and ICT is well used by both staff and pupils to support learning. The curriculum is good. Pupils benefit from the wide range of subjects on offer at all levels and the phased introduction of the International GCSE (IGCSE) is presenting further appropriate challenges. A significant strength of the school is the rich variety of extra-curricular on-site activities, especially sports, complemented by an ambitious programme of educational visits at home and abroad.

### **The quality of the pupils' personal development**

- 2.3 Pupils are friendly and confident and generally behave in a calm and purposeful way. They benefit from the very good relationships between pupils of all ages and between staff and pupils. Their spiritual and moral development is very good, supported through the chapel services and the excellent role models provided by staff. Pupils are enthusiastic about raising funds for charities and some older pupils undertake community service. However, opportunities for pupils to develop their understanding and appreciation of other cultures are under-developed. Responses to the pre-inspection questionnaire indicated that pupils of all ages would welcome more opportunities to take on responsibilities and to put forward their views.
- 2.4 The pastoral care provided for both day and boarding pupils is excellent. The anti-bullying and safeguarding policies are well-written and cover all necessary

procedures. Careful attention is paid to promoting the pupils' safety and well being. An appropriate access plan is in place for those with learning or physical difficulties. Fire precautions are well managed. Pupils are provided with a good choice of healthy food and timetabled regular exercise helps them to maintain fitness. In response to their very recent Ofsted boarding inspection, the school has already produced an effective action plan to improve communication and record keeping between the houses and the medical centre. The boarding experience is of high quality and pupils feel very loyal and committed to their houses.

### **The effectiveness of governance, leadership and management**

- 2.5 The school's governors provide good support, maintaining close oversight through a number of appropriate committees, including ones for risk management and strategy. They are effective in overseeing welfare, health and safety: safeguarding arrangements are audited regularly by a trained governor and kept under review. The governors ensure that a high quality of resources and staffing is maintained. Considerable investment in new buildings and refurbishment has led to excellent facilities. The school's development plan has appropriate objectives and is monitored and reviewed regularly. Governors visit the school regularly and endeavour to ensure that they are well known to staff.
- 2.6 Rigorous checks are carried out on those appointed to the school and the central register and staff files are meticulously maintained. The teaching staff appraisal system has been recently reviewed and improved, and an appropriate culture of lesson observation and staff mentoring is being developed. The parents' responses to the pre-inspection questionnaire indicated high levels of satisfaction, although a significant minority expressed a wish to become more involved in the life and work of the school. Parents are supplied with all necessary information and receive regular reports on their children's progress. The complaints procedure is comprehensive and meets requirements. Appropriate links with the wider local community are being further developed through the recently established Cranleigh Foundation.

### **3. ACTION POINTS**

#### **(a) Compliance with regulatory requirements**

- 3.1 The school meets all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.

#### **(b) Recommended action**

- 3.2 In order to continue to develop further the school is advised to make the following improvements:
1. increase the opportunities in lessons for pupils in Years 9 to 11 to demonstrate their own independent learning skills;
  2. ensure that pupils are able to gain a greater understanding and appreciation of cultural diversity, both nationally and internationally.



## **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 the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and a chapel service. 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**

Mrs Marion Gibbs  
Mr Roy Blatchford

Reporting inspector  
Senior Team Inspector