



INDEPENDENT SCHOOLS INSPECTORATE

CRANLEIGH SCHOOL

BOARDING WELFARE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

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 GU68QQ
Telephone Number	01483 273666
Fax Number	01483 273696
Email Address	gw@cranleigh.org
Headmaster	Mr Guy Waller
Chairman of Governors	Mr Anthony Townsend
Age Range	13 to 18
Total Number of Pupils	614
Gender of Pupils	Mixed (400 boys; 214 girls)
Number of Day Pupils	Total: 158
Number of Boarders	Total: 456
	Full: 456 Weekly: 0
Inspection dates	16 Oct 2012 to 18 Oct 2012

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools (NMS). The inspection occurs over a period of two and a half continuous days in the school.

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) (England) Regulations 2010. From September 2011 the inspection of boarding welfare forms part of the inspection process. This inspection focuses on the school's compliance with 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. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in November 2009 and can be found at www.ofsted.gov.uk.

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 judgement.

INSPECTION EVIDENCE

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

Inspectors

Mr Adrian Underwood

Reporting Inspector

Dr Steve Bailey

Team Inspector for Boarding
(Headmaster, IAPS school)

Miss Sue Duff

Team Inspector for Boarding
(Housemistress, HMC school)

Ms Catherine Gainer

Team Inspector for Boarding
(Head of Boarding, IAPS school)

Mrs Linda Smallwood

Team Inspector for Boarding
(Former Deputy Head, GSA/IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Cranleigh School is a Christian, co-educational boarding and day school. The school was founded in 1865 and is located in the Surrey Hills, eight miles south of Guildford. Cranleigh Preparatory School occupies its own site on the opposite side of the road from the senior school. A board of governors oversees both schools. The school 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. The school 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.
- 1.2 The school admits pupils from 13 to 18. The total school roll is 614 (400 boys and 214 girls), of whom 237 are in the sixth form and 456 are boarders. The school is a predominantly local boarding community, with boarders coming from a wide range of backgrounds.
- 1.3 Boarders are members of one of six boarding houses, four for boys and two for girls. The school offers a full boarding programme, although some boarding pupils choose to go home after games or activity commitments on a Saturday and return on Sunday evening. The deputy head is in charge of boarding and is a member of the senior management team. Since the previous inspection, additional boarding appointments have been made and regular house maintenance has taken place.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2011.

(ii) Recommendation for further improvement

2.2 The school is advised to make the following improvement.

1. Develop suitable systems to share the best practice in the houses.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by Ofsted in November 2009. The three recommendations have all been met. These related to the writing of formal welfare plans for boarders with specific needs, the keeping of a written record of all medication, treatment and first aid given to boarders, and the formalisation of the roles and responsibilities of boarding staff.

3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

- 3.1 The school meets all of the NMS under this section.
- 3.2 The house teams of housemaster or housemistress, deputies, house tutors and matrons provide pastoral support and academic guidance to boarders. Boarders report that a structured and fun induction programme helps them to settle into the life of the house and the school. New boarders are supported by Year 10 'buddies' and Year 13 mentors. In addition to the school's independent listener, boarders can meet the counsellor in confidence and know how to contact helplines. [NMS 2]
- 3.3 Boarders who are ill are suitably supported by the medical centre for first aid and illness. The medical centre is welcoming, works closely with the school's local medical practice, has appropriate accommodation for boys and girls, and keeps boarders' confidential medical records securely. House boarding teams work closely with the medical centre. Medication is managed by the medical centre and the matrons, although some boarders follow guidance on self-medication. The issue and storage of medicines in the medical centre and the houses are appropriately documented and medical practices are regularly monitored. [NMS 3]
- 3.4 Contact with family and friends is facilitated by house and mobile telephones and by the internet. Boarders uphold the school's policy on internet monitoring, which is an aspect of the school's commitment to child protection. [NMS 4]
- 3.5 The six school houses differ in design, period and layout. Imaginative internal restructuring of the accommodation in the older houses and the design of the newer, purpose-built houses ensure that all houses offer accommodation that is appropriate for the ages and genders of boarders. Personalisation by boarders of their bedrooms and the pupils' artwork in the houses enhance the boarding experience. Study areas, including computer provision, and toilet and washing facilities are appropriate. Access to houses is controlled by keypads, and the CCTV system to protect boarders does not intrude on their privacy. [NMS 5]
- 3.6 Catering facilities are hygienic. A significant minority of boarders expressed concerns over food in the pre-inspection questionnaire, although during the inspection, boarders reported that the quality of food has improved over the last year. The menus offer choice, encourage healthy eating and include provision for special diets. The school council makes recommendations to the caterer. Boarders are well mannered in the calm atmosphere of the dining hall. Boarders make snacks and drinks in their house kitchens at appropriate times. [NMS8]
- 3.7 Boarders' clothing and bedding are suitably laundered. Boarders can buy essential personal and stationery items from the school shop. They have lockable furniture where they can secure their possessions. In the pre-inspection questionnaires, a significant number of pupils felt that their belongings were not safe. However, pupils have lockable furniture where they can secure their possessions and admitted in interviews that they did not make enough use of this facility. Inspectors found no evidence to support the concerns raised in the questionnaires. Senior boarders have bank accounts and the pocket money for younger boarders is managed by the house boarding teams. [NMS 9]

3.8 Boarders enjoy a wide range of activities, including sport, music, drama and outdoor pursuits. Boarders confirm their enjoyment of all the activities available and, during the inspection, this was observed at a performance of a house variety show. The majority of boarders go home overnight on Saturday, but, for those remaining in the houses, weekend activities are appreciated. Boarders read national newspapers and educational magazines, and can access worldwide news on television. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

3.9 The school meets all of the NMS under this section.

3.10 The school ensures the safety of boarders. It has appropriate risk assessments, and safety records are regularly monitored by the health and safety committee. [NMS 6]

3.11 Fire safety policies and practices are appropriate; regular drills are held during boarding time, from which action plans are developed. All staff have fire awareness training. [NMS7]

3.12 The safeguarding policy is in accordance with locally agreed inter-agency procedures and the school has suitable links with the local safeguarding children board. The designated persons' child protection training is up to date. All staff are trained in child protection every three years and this is recorded. Staff understand and implement safeguarding protocols and all carry child protection prompt cards. Any child protection concerns are monitored by the headmaster and the designated governor, and reviewed by the whole governing body. [NMS 11]

3.13 The school's policy to promote good behaviour is understood by staff and boarders and is based on its conventions for self-discipline and sensible behaviour. Positive relationships exist between staff and boarders. Boarders expressed that sanctions are fair and that these are complemented by a rewards culture that acknowledges a range of successes and achievements. In interviews, boarders reported that bullying is a rarity but is dealt with quickly and effectively. Policies for searching the pupils' possessions and physical restraint are appropriate. [NMS 12]

3.14 Staff recruitment policies, checks and records meet requirements and have regard to official guidance. People over the age of sixteen living on site who are not members of staff have comprehensive written agreements with the school, are suitably checked and receive appropriate induction guidance. All visitors are monitored and no-one has substantial unsupervised access to boarders. The school does not appoint guardians. [NMS 14]

3.(c) Leadership and management of the boarding provision

3.15 The school meets all of the NMS under this section.

3.16 The school's boarding principles are published on its website and they work in practice. [NMS 1]

3.17 The development plan and self-evaluation analysis, and the improvements in boarding since the previous inspection, confirm the commitment of governors and senior managers to enhancing pupils' boarding experience. Guidance for house teams is appropriate but is not codified in a single form to ensure consistency of practice. Senior staff are experienced in the culture of boarding and regularly monitor boarding policies and practice. [NMS 13]

- 3.18 Boarding staff have job descriptions. Induction, appraisal and training are appropriate and the appraisal of boarding staff is included in the performance review programme. All houses are suitably staffed at all times to provide appropriate supervision of boarders. Staff know the whereabouts of boarders and the action to take in the event of a missing boarder. Boarders know how to contact a member of staff at night. They have appropriate access to private staff accommodation for discussions and social events. [NMS 15]
- 3.19 Boarders expressed that they are well supported by boarding staff who have expertise in the differing needs within the boarding age range. They reported that they can also speak with the headmaster, who visits all houses on a regular basis. The school's equal opportunities policy is effective in practice. Those boarders with particular needs, including English as an additional language and SEND, receive appropriate support. [NMS 16]
- 3.20 Boarders' views are expressed through informal 'house shouts' and more formal house councils, the meetings of which are minuted. From discussions with boarders it was clear that a culture of expressing opinions is encouraged. [NMS 17]
- 3.21 The complaints procedure is published on the website and conforms to requirements. Complaints are appropriately responded to and recorded. [NMS 18]
- 3.22 Boarders comment that house prefects are respected, valued as leaders and help with concerns. House prefects receive training, have guidelines for duties and responsibilities, and contribute to weekly discussions with housemasters and housemistresses on the management of the houses and the support of individual boarders. [NMS 19]
- 3.23 The school does not arrange long-stay lodgings for pupils. [NMS 20]