

Material change inspection report

19 March 2025

Cranleigh School

Horseshoe Lane

Cranleigh

Surrey

GU6 8QQ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Inspection outcome

Material change request to increase the age range from seven to 19 to five to 19.

The school is likely to meet the relevant independent school Standards if the material change is implemented. It is recommended that the material change be approved.

Inspection findings

Part 1. Quality of education provided

ISSR Paragraphs (1); 2(1)(a); 2(1)(b)(i); 2(1)(b)(ii); 2(2)(a); 2(2)(b); 2(2)(c); 2(2)(d)(i); 2(2)(d)(ii); 2(2)(e)(i); 2(2)(e)(ii); 2(2)(e)(iii); 2(2)(f); 2(2)(g); 2(2)(h); 2(2)(i); 2A(1); 2A(1)(a); 2A(1)(b); 2A(1)(c); 2A(1)(d); 2A(1)(e); 2A(1)(f); 2A(1)(g); 2A(2); 2A(3); 3(a); 3(b); 3(c); 3(d); 3(e); 3(f); 3(g); 3(h); 3(i); 3(j) and 4

1. Leaders ensure that a written curriculum policy is in place. This is supported by appropriate schemes of work and detailed plans to meet the ages, aptitudes and needs of all pupils. Leaders have planning in place for younger age ranges that they intend to be part of the school. These contain an appropriate sequence of knowledge and skills to promote pupils' linguistic, mathematical, scientific, technological, human and social skills and, physical, aesthetic and creative education.
2. Leaders provide a suitable personal, social health and economic (PSHE) education for pupils. They ensure that curriculum content is suitable for pupils' ages and that it promotes pupils' understanding of difference and the importance of tolerance and respect. Staff have developed appropriate plans to teach PSHE to younger pupils if the material change is implemented.
3. Pupils receiving secondary education have access to a structured careers programme. For example, staff provide workshops about different career options and visiting speakers come to talk to pupils about their job and the skills pupils may require to follow a particular career pathway or vocation.
4. Leaders ensure that an appropriate curriculum for the relationships and sex education (RSE) programme is implemented through the school's 'Learning for Life' programme. Staff consult parents about this, and they share information about the content covered. A published policy is available on the school website. This ensures that parents have access to resources and guidance, so that they can be well informed about the RSE curriculum. Leaders have carefully considered what it is that they want pupils in younger age ranges to learn as part of this curriculum.
5. Throughout the prep school, lessons are well planned and effectively taught. Staff use teaching methods that best match pupils' learning needs and stage of development. For instance, teachers adapt their interactions and the resources that they use to help pupils make good progress.
6. Leaders ensure that the provision for pupils who speak English as an additional language helps pupils to develop their fluency and knowledge of English so that they can access the curriculum. For example, they ensure that pupils are taught subject-specific vocabulary to aid their understanding of new words prior to learning in lessons, such as science.
7. Staff know pupils well and they adopt a consistent approach to support pupils who have special educational needs and/or disabilities (SEND). Staff understand pupils' different needs and how to support them. The support they provide is prompt and effective to help ensure that pupils access learning and make good progress across the full range of curriculum subjects.

8. Staff demonstrate a good knowledge of the subjects that they teach. Leaders have planned appropriate staffing arrangements for the younger age ranges if the material change is implemented. For example, leaders have an appropriate recruitment and training plan to ensure staff have a secure level of knowledge of the subjects they will teach, and the adaptations needed for younger pupils.
9. Leaders ensure that a range of good quality resources are available to support teaching. They have plans in place to ensure that resources, such as furniture and equipment are suitable for younger children. They have similarly identified changes that they intend to make to the environment and school day to ensure that the needs of all pupils continue to be met.
10. An appropriate assessment framework is in place. Leaders have set out clear plans for the assessment of younger pupils. For instance, new assessment methods will be used to assess pupils' starting points and the progress they make in relation to aspects of reading, writing and comprehension.
11. Throughout the school a suitable policy is in place to promote positive behaviour. Leaders have reviewed the policy in the light of the proposed material change and are clear about the adaptations they will need to make in preparation for the admission of younger pupils to the school.
12. The school is likely to meet the standards if the material change is implemented.

Part 2. Spiritual, moral, social and cultural development of pupils

ISSR Paragraphs 5(a); 5(b)(i); 5(b)(ii); 5(b)(iii); 5(b)(iv); 5(b)(v); 5(b)(vi); 5(b)(vii); 5(c); 5(d)(i); 5(d)(ii) and 5(d)(iii)

13. Leaders ensure that there is a suitable programme in place to promote pupils' spiritual, moral, social and cultural (SMSC) development. Through the SMSC curriculum, pupils learn about morals, diversity, being part of a community and growing up in society. Leaders intend for the curriculum to help create well-rounded individuals.
14. Heads of department weave SMSC into schemes of work for all curriculum areas. For example, they focus on including opportunities to learn about responsibility, service, thoughtfulness and perseverance. Leaders have similarly considered the relevant learning for younger age ranges they intend to join the school.
15. Leaders provide enrichment activities for pupils to help them understand how they can contribute positively to their local community. For example, pupils are taught that they have a moral obligation to make a positive contribution to society. Pupils organise their own fundraising opportunities, presenting their chosen charity to their peers and voting for which to support. This helps pupils to learn about the democratic process. Pupils raise money for local, national and worldwide charities. Leaders have developed their plans to ensure that younger pupils benefit from similar age-appropriate opportunities.
16. Leaders ensure that their 'Learning for Life' curriculum helps pupils to develop an understanding of right and wrong. Staff guide pupils to reflect on their behaviour and pupils are supported to learn from real-life situations that they encounter. Staff use tutor group times, year group sessions and PSHE lessons for focused learning relating to real life.
17. Pupils are supported to develop their understanding of different views and perspectives. Staff ensure that schemes of work provide opportunities for pupils to gain a balanced view of political

issues and pupils learn about manifestos, elections and voting. Pupils are encouraged to complete their own research to help them determine their own views on current issues.

18. Throughout the curriculum, leaders ensure that pupils learn about different cultures, faiths and traditions. Leaders have identified in schemes of work where younger pupils will learn about different faiths and beliefs. Leaders also ensure that balanced views are presented, and pupils develop an appreciation of and respect for their own and different cultures.
19. The school is likely to meet the standards if the material change is implemented.

Part 3. Welfare, health and safety of pupils

ISSR Paragraphs 7(a); 7(b); 9(a); 9(b); 9(c); 10; 24(1)(a) and 24(1)(b)

20. Leaders ensure that the safeguarding team have suitable training and the knowledge they need to enable them to fulfil their roles effectively. Leaders promote a robust safeguarding culture and ensure that all staff and governors receive ongoing safeguarding training and updates. Policies and procedures for safeguarding are up to date and reflect statutory guidance.
21. Staff have a secure understanding of the importance of safeguarding, and they know how to report any concerns about pupils or staff. The safeguarding team keeps detailed records of any concerns, and they record clearly the reasons for the decisions and actions they take. Leaders liaise effectively with outside agencies to access additional support for pupils if required. Leaders similarly ensure that pupils can access support through the school's pastoral team.
22. Leaders promote and maintain a suitable attendance policy that is based on the latest statutory guidance. They are proactive in managing any concerns about attendance and work effectively with parents to promote good attendance. Leaders liaise well with the local authority when required, such as if attendance rates dip below thresholds. They inform the local authority about any pupils who join or leave the school at non-standard transition times.
23. Leaders ensure suitable policies for behaviour and anti-bullying are in place. These outline clear structures for promoting a positive behaviour culture and emphasis on recognising and celebrating when pupils behave well.
24. Leaders analyse behaviour and bullying records to consider if there are any trends. Proportionate sanctions are applied where required and leaders are currently reviewing how sanctions will be amended so that they are suitable for younger pupils.
25. Leaders have ensured that a suitable number of staff are trained in first aid. The medical centre has appropriate facilities, including for washing and toileting. Medicines are administered and stored safely. Emergency medication is readily available. Leaders have plans in place for adjustments to first-aid arrangements for younger pupils.
26. The school is likely to meet the standards if the material change is implemented.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

27. The safeguarding policy is available on the school website.
28. The school is likely to meet the standards if the material change is implemented.

Part 8. Quality of leadership and management of schools

ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c)

29. Leaders demonstrate good skills and knowledge appropriate to their role so that the independent school Standards are met consistently.
30. Governors maintain suitable oversight of the school to assure themselves that Standards are met. For example, governor committees meet with leaders regularly and review policies and procedures to assure themselves that they are implemented in practice. They scrutinise reports that leaders provide and meet regularly with the designated safeguarding leads (DSLs) to assure themselves that the arrangements for safeguarding are effective.
31. Leaders have planned effectively for the change in age range of pupils. They have appropriately considered changes to the curriculum, resourcing, staff deployment and staff training.
32. Leaders actively promote the wellbeing of pupils.
33. The school is likely to meet the Standards if the material change is implemented.

School details

School	Cranleigh School
Department for Education number	936/6017
Address	Horseshoe Lane Cranleigh Surrey GU6 8QQ
Phone number	01483 542131
Email address	reception@cranleigh.org
Website	www.cranleigh.org
Proprietor	Trustees of Cranleigh School
Chair	Mr Adrian Lajtha
Headteacher	Mrs Samantha Price
Age range	7 to 19
Number of pupils	961
Number of boarding pupils	575
Date of previous inspection	15 November 2022

Information about the school

34. Cranleigh School is a co-educational day and boarding school located in Cranleigh in Surrey. The school consists of a Senior school with sixth form and a Preparatory school. These are on two separate sites. Boarding provision is offered from Year 5. Previously, Cranleigh Preparatory School and Cranleigh School were registered with the Department for Education (DfE) under separate registration numbers. They are now registered as one school.
35. The school has identified 427 pupils as having special educational needs and/or disabilities. Two pupils in the school have an education, health and care plan.
36. The school has identified 575 pupils who are accommodated in ten boarding houses.
37. English is an additional language for seven pupils.
38. The school states that its aims are to see children discover new passions, explore creative ideas and make lifelong friends and for children to love coming to school every day. The school mission is to challenge and inspire all pupils by broadening their horizons, enriching their learning and supporting them throughout each step of their journey. The school aims to provide a safe and nurturing environment in which the pupils feel happy in their endeavours and their achievements, allowing them to play positive roles in the school community. Pupils are expected to embrace the opportunities offered, in all aspects of school life, and to support one another

Purpose of the material change inspection

Inspectors carried out this inspection under section 162(4) of the Education Act 2002 following an application made by the school to the DfE to make a material change to the school's provision. The purpose of the inspection is to advise the Secretary of State for Education about whether the school is likely to meet the Independent School Standards if the material change is implemented.

Inspection details

Inspection dates 19 March 2025

39. Two reporting inspectors visited the school for one day.
40. Inspection activities included:
- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
 - tour of the school site to view the planned provision for younger pupils
 - discussions with the chair of the trustees
 - discussions with the headteacher, school leaders and other members of staff
 - learning walk in the Prep school

- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school
- scrutiny of information published on the school's website.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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