

Material change inspection report

18 June 2026

Cranleigh School

Horseshoe Lane

Cranleigh

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

The school has submitted a material change request to amend its age range from 5 to 19, to 2 to 19; and to increase its capacity from 1050 to 1250.

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 2, 3, 4; EYFS 2.4, 3.58

1. The curriculum, teaching and assessment of pupils aged five and above, and of boarders, is unaffected by the proposed increase in capacity or the amendment to the age range.
2. Early years leaders have created comprehensive and detailed curriculum plans for children aged between two and four. Plans are appropriate to children's ages and can be adapted in response to children's individual interests and needs, including those children who have special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language (EAL).
3. The well-sequenced curriculum provides for indoor and outdoor learning. Planning allows children to move freely between activities and make independent choices. Leaders provide daily opportunities for physical exercise in the fresh air. Resources to encourage children to build their confidence and develop curiosity are already in place. Plans emphasise the contribution of healthy eating and good oral health to children's development and wellbeing.
4. Leaders will ensure that the curriculum and teaching effectively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. For example, leaders will select reading books that reflect different backgrounds, traditions and cultures. Leaders intend to monitor schemes of work, documentation and lessons to ensure that teachers do not discriminate against pupils contrary to Part 6 of the Equality Act 2010.
5. Suitably qualified and experienced staff teach the early years children. Leaders have planned suitable training to ensure that adults continue to deepen their understanding of the age-specific needs of each class, including the youngest children in the Nursery.
6. Early years leaders have the necessary knowledge of the statutory progress check for children aged two and the early years foundation stage profile to be completed at the end of the Reception year, and plans are in place to implement these.
7. Leaders have planned a robust and detailed framework for assessment, which covers the full early years provision at the school. They gather detailed information about children's starting points when they join the school. They have planned regular observations of children across each area of learning to determine what they know, understand and can do, and identify next steps for learning and progress. They have integrated into the assessments strategies to identify children who have SEND.
8. Pre-prep leaders have scheduled regular meetings between teachers in the early years and Year 1 to support children's successful transition.
9. The school is likely to continue to meet the Standards if the material change is implemented.

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

ISSR paragraph 5

10. The spiritual, moral, social and cultural development of pupils aged five and above, and of boarders, is unaffected by the proposed increase in capacity or the amendment to the age range.
11. Early years leaders are aware of their responsibility to promote equality and diversity in an age-appropriate way through daily routines and planned activities within the curriculum, such as circle time and the assembly programme. A range of resources is in place to support children's awareness of different faiths and cultures.
12. The planned curriculum evidences leaders' understanding of how young children develop their social skills, manage their emotions, including how to share resources and take turns during activities. Opportunities are planned to support co-operative interactions as children play alongside and with each other.
13. The school is likely to continue to meet the Standards if the material change is implemented.

Part 3. Welfare, health and safety of pupils

ISSR paragraphs 7(a), 7(b), 11, 12, 14, 16; EYFS 3.28, 3.39, 3.57, 3.60, 3.65

14. The welfare, health and safety of boarders is unaffected by the proposed increase in capacity or the amendment to the age range.
15. Leaders implement effective safeguarding procedures that provide appropriate support for pupils' needs. Appropriately trained leaders responsible for safeguarding ensure staff receive suitable training, including at induction. As a result, staff respond promptly to any concerns about pupils, pupil disclosures or allegations against adults working at the school. Pastoral leaders have been trained to the same level as safeguarding leaders in preparation for a possible increase in the number of day pupils.
16. Leaders ensure suitable safer recruitment procedures are implemented effectively. They complete the required pre-employment checks before any adult begins working at the school.
17. Leaders implement effective monitoring and filtering of the school's internet. They act promptly in response to any potentially inappropriate searches. The safeguarding team reviews records regularly. The safeguarding governor reviews these records regularly to ensure appropriate governance oversight.
18. Staff show appropriate awareness of the staff code of conduct and safeguarding procedures. Safeguarding leaders have planned additional training for all senior and prep school staff, focused on safeguarding issues specific to children aged two to four. All staff appointed to work in the early years already have up-to-date paediatric first aid and food hygiene training. Certificates will be displayed in the early years building. Leaders plan to provide appropriate staff training in the administration of medicines to children.
19. The school is a non-smoking, non-vaping environment. Parents will be made aware of the guidelines surrounding the use of mobile technology. Leaders have already requested from parents detailed information about children's dietary needs.
20. Leaders appointed in the early years understand that children of nursery age will not have the vocabulary to share their worries. Staff know that they need to be especially vigilant about changes in children's behaviour and physical presentation that may indicate a child is at risk of harm.

21. Leaders implement suitable risk assessment procedures to determine when immediate action is required, including referral to local safeguarding agencies. Leaders maintain suitable records, which are stored securely. Pupils receive early help to address risks and prevent issues escalating.
22. Appropriately trained governors provide effective oversight of safeguarding. The safeguarding governor meets regularly with leaders responsible for safeguarding. Governors audit safeguarding procedures each year and review the safeguarding policy annually to ensure it is updated in line with statutory requirements.
23. Early years leaders maintain the required adult-to-child ratios and ensure that children are always within sight or sound of an adult. Leaders have designed strategies for the secure handover and collection of children at the start and end of the school day. Supervision rotas ensure that children are supervised by an adequate number of qualified staff. This includes during any holiday provision that the school might organise in the future. Supervision arrangements at the prep and senior schools would be reviewed if the number of pupils increases.
24. Leaders ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of an appropriate health and safety policy. Staff receive effective health and safety training. They deal promptly and appropriately with accidents, if they occur. Leaders ensure that the testing of electrical, water and other utilities is regularly undertaken. They commission regular surveys of trees on the school site.
25. Leaders implement a fire risk prevention policy, which includes the elimination or reduction of risks from dangerous substances. A fire risk assessment of all new buildings has been undertaken by a suitably qualified person. Leaders instigate regular fire evacuation drills, including in the boarding houses, so that pupils and staff know how to respond in an emergency.
26. Governors and school leaders have drawn up a suitable strategic risk plan to identify and mitigate any risk to pupils' wellbeing as a consequence of the increase in school numbers. The risk assessment policy clearly describes the lines of responsibility. Appropriate risk assessments cover on-site school activities, educational visits and the needs of individual pupils, both when in school and in the surrounding area. Appropriate action is taken to control identified risks. The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.
27. The school is likely to continue to meet the Standards if the material change is implemented.

Part 4. Suitability of staff, supply staff and proprietors

ISSR paragraphs 18, 19, 20, 21; EYFS 3.23, 3.25

28. The school's methodology for checking the suitability of staff, governors and other adults living in the school is unaffected by the proposed increase in capacity or the amendment to the age range.
29. Leaders ensure the required checks on staff and governors are completed before they take up their posts. Contractors send the school up-to-date information on checks they have undertaken on their employees and the school makes appropriate further checks on arrival. Adults living on school premises or in boarding houses are appropriately checked.
30. The school maintains an accurate single central record of appointments, which includes the dates on which all checks have been completed.

31. Because the premises offer childcare, leaders understand the advisability of alerting Ofsted about any significant event that is likely to affect the suitability of any person who is in regular contact with children, even though the setting is not registered.
32. The school is likely to continue to meet the Standards if the material change is implemented.

Part 5. Premises of and accommodation at schools

ISSR paragraphs 23, 24, 25, 26, 27, 28, 29

33. The provision of premises and accommodation for day pupils aged five and above is unaffected by the proposed increase in capacity or the amendment to the age range. Two new boarding houses are planned to replace current accommodation. The increase in capacity is in the early years and day pupils, hence there is no effect on boarding.
34. Leaders have created suitable and well-resourced indoor and outdoor spaces for children aged two to four. Toilet, washing and eating facilities are appropriate for their age. Adjustments have been made to the school's swimming pool to ensure that young children can use it safely.
35. Leaders provide suitable toilet, showering and changing facilities. Pupils benefit from the provision of appropriate accommodation to support their medical and therapy needs. Leaders ensure the premises are maintained to a standard commensurate with health and safety. The premises and accommodation are already suitable for the proposed increase in numbers, although further study areas are planned for an increase in the number of day pupils.
36. The school is likely to continue to meet the Standards if the material change is implemented.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

37. The school publishes its safeguarding arrangements on its website, as required.
38. The school is likely to continue to meet the Standards if the material change is implemented.

Part 8. Quality of leadership and management of schools

ISSR paragraph 34(1)(a), 34(1)(b) and 34(1)(c); NMS 2; EYFS 3.33, 3.34

39. Leaders implement appropriate safeguarding and welfare procedures effectively. These procedures include specific safeguarding arrangements for children in the early years. Governors maintain effective oversight of safeguarding across the school.
40. Governors ensure that leaders have the knowledge and skills so that the school meets the Standards consistently. This includes the effective implementation of the curriculum and teaching in the early years. Governors and leaders regularly review policies and risk assessments and the effectiveness of their implementation.
41. Governors have prioritised the training of staff in readiness for a change in age range. They have sought external professional advice and acted on the recommendations. They have revised lines of reporting to ensure that senior leaders are kept fully informed. Governors have also introduced protocols to ensure that induction, coaching and supervision of staff includes all the required elements. They have appointed a governor with experience of the early years.

42. Governors and leaders have considered in detail the potential consequences of amending the age range and increasing the number of day pupils in the prep and senior schools. They have ensured that the early years environment has the necessary resources to support the planned curriculum.
43. The school is likely to continue to meet the Standards if the material change is implemented.

School details

School	Cranleigh School
Department for Education number	936/6017
Registered charity number	1070856
Address	Cranleigh School Horseshoe Lane Cranleigh Surrey GU6 8QQ
Phone number	01483 273666
Email address	reception@cranleigh.org
Website	www.cranleigh.org
Proprietor	Trustees of Cranleigh School
Chair	Mr Adrian Lajtha
Headteacher	Mrs Samantha Price
Age range	5 to 19
Number of pupils	959
Number of boarding pupils	508
Date of previous inspection	4 to 6 November 2025

Information about the school

44. Cranleigh School is a co-educational day and boarding school. The school consists of a prep school for pupils aged 5 to 13 and a senior school for pupils aged 13 to 19. They are on the same site, bisected by a public road.
45. Boarders are accommodated in one of nine boarding houses. One boarding house is designated for pupils at the prep school, who can board from Year 5. There are four houses for female boarders and four for male boarders.
46. The school has identified 423 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.
47. The school has identified 26 pupils for whom English is an additional language.
48. The school states that its aims are to be academically ambitious for all pupils and to educate young people to be the best they can be, so that they can thrive professionally and personally.

Purpose of the material change inspection

Inspectors carried out this inspection following an application made by the school to the Department for Education 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, National Minimum Standards for boarding schools, and the Early Years Foundation Stage requirements if the material change is implemented.

Inspection details

Inspection dates

18 June 2026

49. Two reporting inspectors visited the school for one day.

50. Inspection activities included

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- a tour of the school site to look at the accommodation for children in the early years
- a tour of a boarding house to look at current boarding accommodation
- discussions with the chair of governors and governor-elect with responsibility for early years
- discussions with the headteacher, other school leaders, managers and other members of staff
- discussions with pupils at the prep and senior schools.

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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