



INDEPENDENT SCHOOLS INSPECTORATE

CRANLEIGH PREPARATORY SCHOOL

BOARDING WELFARE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

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

Full Name of School	Cranleigh Preparatory School
DfE Number	936/6017
Registered Charity Number	1070856
Address	Cranleigh Preparatory School Horseshoe Lane Cranleigh Surrey GU6 8QH
Telephone Number	01483 542058
Fax Number	01483 277136
Email Address	mtw@cranprep.org
Headmaster	Mr Michael Wilson
Chairman of Governors	Mr Anthony Townsend
Age Range	7 to 13
Total Number of Pupils	313
Gender of Pupils	Mixed (175 boys; 138 girls)
Number of Day Pupils	Total: 247
Number of Boarders	Total: 66 Full: 18 Weekly: 48
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 Preparatory School is a Christian, co-educational boarding and day school. It was established in 1881 and is part of Cranleigh School. Both schools have the same governing body and the preparatory school is represented on each of the five governor committees. The school aims to provide an education of excellence and to challenge pupils to develop intellectual independence, creativity and curiosity together with a sense of responsibility towards others.
- 1.2 The school admits pupils from the ages of 7 to 13, with boarders admitted from the age of 9. The total school roll is 313 (175 boys and 138 girls), of whom 66 are boarders who come from a wide range of backgrounds. The school offers a range of flexible boarding options during the week. Eighteen pupils board for five or six days a week and of these, three are from overseas. All three have local family members as guardians, with whom they spend part of every weekend.
- 1.3 Boarders are members of one of two boarding houses, one for boys and one for girls. The head of boarding 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. Consider allowing boarders to have personal lockable storage.

(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 housemaster or housemistress, deputies, matrons and Gap Year students provide pastoral support, and boarders choose a boarding tutor who monitors their academic progress. Staff discuss boarders' overall progress in weekly meetings. The boarders' induction programme includes a taster boarding night, a detailed handbook, an induction meeting and support from boarding 'buddies'. 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 or injured are suitably supported by the medical centre. 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. The housemaster, housemistress and matrons work closely with the medical centre. These staff, with guidance from the centre, issue medicines. The issue and storage of medicines, both in the medical centre and the houses, are appropriately documented and medical practices are regularly monitored. [NMS 3]
- 3.4 All boarders meet their families at weekends. Whilst at school, boarders can telephone parents in the evenings in private. At other times, boarders can ask to make a telephone call. [NMS 4]
- 3.5 The girls' and the boys' houses offer a homely environment, and are bright and well furnished. The boarding accommodation is appropriate for this age group. Most boarders personalise their rooms. As the houses are adjacent to the school, boarders use classrooms and specialist rooms for supervised study. Toilet and washing facilities are appropriate. Access to the houses is controlled by keypads and staff are vigilant about checking the identity of visitors. The CCTV system to protect boarders does not intrude on their privacy. [NMS 5]
- 3.6 Catering facilities are hygienic. Boarders report that they like the food and have a range of different options, including provision for special diets. A food committee meets once week with input from boarders. Once a week boarders can choose their preferred supper menu in advance. As well as access to drinking water, boarders are given snacks, including fresh fruit, at appropriate times. [NMS8]
- 3.7 Boarders' clothing and bedding are suitably laundered. Personal and stationery items can be bought at the weekends or are provided by boarding staff. Boarders' valuables are kept securely by the housemaster or housemistress. Boarders do not have lockable personal secure areas. [NMS 9]
- 3.8 Boarders report that they enjoy a wide range of activities each evening, including film nights and board games. Boarders have access to newspapers and magazines appropriate to their interests and age group. [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. Appropriate risk assessments are in place, and safety records are regularly monitored by the senior school deputy bursar and the health and safety committee. [NMS 6]
- 3.11 Fire safety policies and practice 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 carefully recorded. Staff understand and implement safeguarding protocols. 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 policy to promote good behaviour is implemented by staff, and the boarders' guidelines for positive behaviour are clear, encouraging and written in age-appropriate language. Boarders said that few sanctions are imposed, and they understand why these are sometimes necessary. There is a culture of reward for good behaviour. Boarders reported that there is very little bullying and that any incidents are dealt with effectively by the boarding staff. Policies for searching the pupils' possessions and physical restraint are appropriate. [NMS 12]
- 3.14 Staff recruitment policies, checks and records meet requirements. 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 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. This is reflected in the building of new facilities for personal, social, health and citizenship education and learning support, to enable the girls' house to be extended. The induction programme for all new boarding staff is comprehensive, as is the written guidance. Senior staff are experienced in the culture of boarding and 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 forms part of the school performance review process. 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 say that they are well supported by the experienced house teams, who understand the particular pastoral needs of their age group. This support is underpinned by regular meetings of all staff who influence the life of boarders and, from these meetings, particular pastoral and academic strategies are set. Boarders report that they all have the same opportunities for participation in all aspects of school life, and those with special educational needs and/or disabilities are appropriately supported. [NMS 16]
- 3.20 Boarders express their views through suggestion boards in the houses and these are taken by the house boarding prefect to the school council and food committee, which meet weekly. The decisions of these meetings are reported back in house meetings. [NMS 17]
- 3.21 The complaints' procedure is published on the website and conforms to regulations. Complaints are appropriately handled and recorded. [NMS 18]
- 3.22 The two house prefects, one for each house, play a positive role in securing the views of boarders but have no disciplinary role. [NMS 19]
- 3.23 The school does not arrange long-stay lodgings for pupils. [NMS 20]