



**INDEPENDENT SCHOOLS INSPECTORATE**

**CRANLEIGH PREPARATORY SCHOOL**

**INTERIM INSPECTION**

**INDEPENDENT SCHOOLS INSPECTORATE**

**Cranleigh Preparatory School**

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

Full Name of School/College **Cranleigh Preparatory School**

DCSF Number **936/6017**

Registered Charity Number **107085**

Address **Cranleigh Preparatory SchoolHorseshoe Lane  
Cranleigh  
SurreyGU6 8QH**

Telephone Number **01483 542058**

Fax Number **01483 277136**

Email Address **mtw@cranprep.org**

Head **Mr Michael Wilson**

Chair of Governors **Mr Anthony Townsend**

Age Range **7 to 13**

Total Number of Pupils **292**

Gender of Pupils **Mixed (177 boys; 115 girls;)**

Numbers by Age 7-11: **164** 11-13: **128**

Number of Day Pupils **231** Capacity for flexi-boarding:

Number of Boarders Total: **61**  
Full **16** Flexi **45**

Inspection Dates **01 Dec 2009 to 02 Dec 2009**

## 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 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 Preparatory School was established in 1881. It is part of Cranleigh School, which was founded as a boarding school for boys in 1865 and is now a Christian co-educational boarding and day school. The school is located in the Surrey Hills, eight miles south of Guildford. The Preparatory School occupies its own site on the opposite side of the road from the senior school. A board of governors oversees both schools and one of its five sub-committees is concerned particularly with preparatory school matters. The current head took up his position in September 2008.
- 1.2 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. It caters for 292 pupils aged seven to thirteen years. Sixty-one pupils board on a weekly or flexible basis. The school became co-educational in 2001 and at present two-fifths of the pupils are girls.
- 1.3 The school is selective and is over-subscribed in most year groups. Pupils come from both the maintained and independent sectors and enter the school mainly at age 7 (Year 3) or at age 11 (Year 7). Nationally standardised tests indicate that the ability profile of the school is above the national average. At age 13 more than half of pupils continue their education at Cranleigh School and the remainder go to other independent boarding schools.
- 1.4 Most pupils live within a twenty mile radius of the school. Very few pupils are from minority ethnic backgrounds. One pupil has English as an additional language and receives additional specialist support. No pupil has a statement of special educational need. The school identifies 53 pupils as having difficulty with some aspect of their learning, 42 of whom receive specialist learning support.
- 1.5 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.

1.6

School	NC name
Form 1	Year 3
Form 2	Year 4
Form 3	Year 5
Form 4	Year 6
Form 5	Year 7
Form 6	Year 8

## **THE SUCCESS OF THE SCHOOL**

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

- 2.1 Pupils are well educated and make good progress. They are competent learners who converse confidently and express their ideas clearly. In relation to their age they write well, organise their work confidently and take pride in its presentation. They apply literacy and numeracy skills and information communication technology (ICT) effectively to their work in many areas of the curriculum. Their creativity is evident in their writing and in the high quality displays throughout the school. They apply themselves well to tasks and sustain high levels of concentration. In scholarship and common entrance examinations, Year 8 pupils are successful in gaining entry to Cranleigh senior school and other independent, selective secondary schools. Many pupils are successful, at merit or distinction level, in individual music examinations. The choir performs regularly in school and in the local community. Pupils enjoy success in many sporting events and are energetic charity fund raisers.
- 2.2 The broad curriculum is well-planned. Pupils enjoy the extensive range of extra curricular activities and their participation is monitored through careful record keeping. In games and physical education the high standard of coaching and the school's outstanding facilities contribute to pupils' enjoyment and success. Overall, teaching is good and occasionally it is outstanding. Meticulous planning combined with teachers' enthusiasm and depth of knowledge contributes to highly successful learning. However, in several lessons, the teacher's expectations were not high enough and although teaching was sound, work was not sufficiently challenging. Good and thorough assessment procedures are used to monitor progress and to direct planning. Provision for pupils experiencing difficulties in particular aspects of their learning is excellent.

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

- 2.3 The pupils' personal development is outstanding. Their self esteem is high because they feel valued. Strong spiritual awareness is fostered through chapel services in which pupils play an active part, some as choristers, and many through music, poetry and drama. Pupils show highly developed moral awareness. They abide by the school code, which stresses the importance of attributes such as kindness, tolerance, respect and honesty. The system of rewards and sanctions is clear and standards of behaviour are extremely high. The pupils' social development is outstanding. The school has a happy atmosphere and positive relationships are built between staff and pupils and amongst the pupils themselves. Provision for pastoral, social, health and citizenship education includes an effective programme which helps pupils to understand and manage conflict resolution, and afterwards enables some pupils to act as mediators. At all stages, pupils take their responsibilities seriously. The pupils' cultural development is good. Valuable opportunities to appreciate art and music are frequent and the pupils' participation in plays and concerts strengthens their cultural awareness. The school is working hard to ensure that pupils are prepared for life in today's multi-cultural society. A wide range of activities are provided to extend pupils' knowledge of other religions and cultural traditions. By developing their understanding of people's lives in this country and in other parts of the world pupils are encouraged to look outwards and gain a wider perspective.

- 2.4 The pupils' personal development is supported by excellent arrangements for the pastoral care and welfare, health and safety of pupils. The quality of relationships between staff and pupils is high. Pupils said that they know whom to turn to with a problem. A useful 'friendship box' allows them to post a written message to staff if they prefer. Detailed computerised record keeping provides a strong framework for pastoral care. Anti-bullying and safeguarding policies are thorough and comprehensive. Careful provision is made for first aid and for pupils who are unwell. All necessary measures are taken to ensure fire safety. The planning of educational visits is thorough. Admission and attendance registers are well maintained and careful arrangements are in place to follow up on unexpected absence. A good range of healthy food is provided and pupils are encouraged to adopt healthy lifestyles. Boarders said that they enjoy boarding, feel well supported and appreciate the varied activities provided. An Ofsted inspection of boarding care took place two weeks before the ISI inspection.

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

- 2.5 The school is well governed. Members of the governing body offer a wide range of expertise to the school. An effective sub-committee focuses on prep school needs within the various areas of governance. Governors are well aware of their legal responsibilities in relation to child protection, recruitment and welfare, health and safety, and all requirements are met. The Head and his senior management team provide strong leadership and management; their awareness of the school's needs is reflected in detailed development planning. Recently, a careful re-structuring of management, with the devolvement of responsibility to a wider range of staff, has been implemented and a thorough review of policies and procedures, including those for the monitoring of teaching and learning has taken place. All recruitment procedures are rigorous and the central register of appointments is thoroughly maintained. A new system of staff appraisal has been established and opportunities for professional development are good. The system for the mentoring of newly qualified teachers is effective. The school buildings and extensive grounds are well maintained.
- 2.6 The school values its close partnership with parents. In response to the pre-inspection questionnaire, parents showed strong support for all aspects of the school's provision. Parents are kept well informed about school life and about their child's progress. Arrangements to deal with parents' concerns are good and a detailed policy ensures that they are aware of the procedures to follow if they should need to make a formal complaint.

## **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 The school is advised to make the following improvement:
1. bring the standard of all teaching closer to the level of the best by further developing the monitoring of teaching and learning.

## **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 assemblies. Inspectors visited a boarding house 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 Jill Moore  
Mr Nigel Helliwell

Reporting inspector  
Team Inspector (Head, IAPS)