



ISI

Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Cranmore School

February 2022

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School's Details

School	Cranmore School			
DfE number	936/6519			
Registered charity number	1138636			
Address	Cranmore School Epsom Road West Horsley Leatherhead Surrey KT24 6AT			
Telephone number	01483 280340			
Email address	office@cranmore.org			
Headteacher	Mr Barry Everitt			
Co-chairs of governors	Mr Mike Henderson and Mrs Annette Turner			
Age range	2 to 16			
Number of pupils on roll	435			
	Lower prep	170	Upper prep	154
	Seniors	111		
Inspection dates	8 to 11 February 2022			

1. Background Information

About the school

- 1.1 Cranmore School is a Roman Catholic day school for male pupils from the age of two to sixteen years and female pupils from two to seven years. It was founded under the leadership of Canon Peter Freed on its present site in West Horsley, Surrey in 1968. It is overseen by a governing body within the Effingham Schools Trust.
- 1.2 The school is organised in three sections: lower prep school which incorporates the Early Years Foundation Stage (EYFS), for pupils aged from two to eight; upper prep school, for pupils aged from eight to eleven; and senior school, for pupils aged from eleven to sixteen.
- 1.3 During the period March to June 2020, the whole school remained open only for children of key workers. From 1 June 2020 the school re-opened for children in EYFS and Year 6.
- 1.4 During this period of closure, the school provided remote learning materials for pupils in Reception to Year 8.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.9 The school aims to help all pupils fulfil their potential by fostering their individual talents and providing for their needs within its Christian community based on the teachings of the Gospel. The school seeks to promote the values of character, faith, community, compassion and intellect.

About the pupils

- 1.10 Pupils come from a variety of backgrounds. The majority live locally, although some come from a wider area. Nationally standardised test data provided by the school indicate that the ability of the pupils on entry is above average. The number of pupils requiring support for a range of special educational needs and/or disabilities (SEND) including dyslexia is 86, of whom 72 receive additional specialist support. One pupil has an education, health and care (EHC) plan. A few pupils have English as an additional language (EAL) but require no further support with their English. The school identifies just over one in ten pupils as being the most able in the school's population, and the curriculum is modified for them, including pupils who have special talents in performing arts and sport.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

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 specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education in the lower and upper prep schools and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of school

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils of all abilities make excellent progress, including children in the EYFS.
- Pupils exhibit positive attitudes to learning and achievement.
- Pupils achieve well in a broad range of activities beyond the classroom, particularly in sport, music and drama.
- Pupils' communication skills are excellent; they listen attentively and are highly articulate and confident speakers.
- Pupils confidently apply their excellent skills in information and communication technology (ICT) to enhance their learning in a range of subjects.

3.2 The quality of the pupils' personal development is excellent.

- Pupils understand the importance of leading a healthy lifestyle, including how to keep mentally and physically fit.
- Pupils are polite and respectful and develop positive relationships with each other and the staff.
- Pupils support the school's aims and ethos by displaying a mature commitment to serving the wider community.
- Pupils are successful in taking on many positions of responsibility.
- Pupils demonstrate a strong appreciation of cultural diversity.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Enabling pupils to consistently receive feedback that clearly identifies their next steps for learning.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 The school's own assessment through standardised data indicates that the attainment of pupils of all abilities is excellent, with many exceeding national expectations. Evidence from the scrutiny of books, work on display and lessons seen indicates that pupils of all ages make rapid progress from their starting points. Pupils with SEND and EAL achieve very well due to high levels of support and timely interventions. More able pupils make rapid progress and comment that they relish the challenges they

are offered in the exciting activities. Pupils' excellent achievement is supported by careful monitoring by senior leaders and managers to ensure high-quality teaching and the close tracking of the pupils' progress. These processes help to ensure that all pupils have the best opportunities to achieve high standards. In the pre-inspection questionnaires, almost all parents agreed that teaching enables the pupils to make progress.

- 3.6 Pupils across the school, including those who have SEND and EAL, demonstrate excellent communication skills. During a phonics lesson, children in the EYFS enthusiastically answered questions, and listened attentively to their peers. They demonstrated a good understanding of sounds previously taught, and grasped new sounds being explored. In history, senior pupils' description of their first visit to a medieval town showed well-structured writing, well-chosen vocabulary and a variety of interesting sentence constructions. In a modern foreign language lesson, senior pupils were able to communicate effectively by translating between French and English using the perfect tense. In English, upper prep pupils were able to articulate their thoughts about the different characters in a story with great clarity, confidence and maturity. This was achieved by reading the text efficiently and using different scanning techniques to locate key words and phrases. In a drama lesson, pupils' use of expression, body language and gesture in characterising the bully and victim in *The Demon Headmaster* was haunting and convincing.
- 3.7 Pupils' numeracy skills are highly developed across a range of subjects. In a design and technology class, older pupils confidently used a range of mathematical skills to measure and cut wood when designing and building a model house. Children in the EYFS recognised and sequenced numbers zero to ten and identified any numbers that were missing. Pupils use their excellent ICT skills in lessons and to support their home learning. The youngest pupils start to develop good skills in coding while older pupils use the internet to undertake independent research projects. Senior pupils were adept at using mathematical skills in their ICT lesson to programme the movement of a robot, determining distance and angles. Pupils regularly participate in an online national mathematics challenge with success. Pupils' skill and facility in using ICT have enabled them to maintain progress across the curriculum during the national pandemic through their competent engagement in on-line learning, facilitated skilfully and conscientiously by the school.
- 3.8 Pupils are successful in their achievement beyond the classroom. They display particular motivation to achieve well in drama, music and sport. Around 100 clubs take place each week. More than three-quarters of pupils take part in at least two extra-curricular clubs each week. A large majority of Year 8 pupils have commenced their Combined Cadet Forces (CCF) training. Success in external drama examinations is reinforced and encouraged by the school's commitment to make public speaking a regular part of pupils' life. Pupils develop their confidence and self-esteem by gaining valuable experience by attending 200 individual music lessons each week, performing in choirs, orchestras, bands and musical ensembles. In public examinations in music, the large majority of candidates achieved merit or distinction levels. The experience of performing in public helps them to develop high levels of self-confidence and self-control. The school has a strong sporting ethos with 200 fixtures this term. A number of pupils have represented the school at national levels in sports including skiing, squash and tennis. In addition, pupils have competed successfully at regional levels in athletics, cross-country running and swimming and at county level in cricket. The school meets its aims by providing a stimulating curriculum that gives all pupils the chance to fulfil their potential non-academically as well as academically.
- 3.9 Pupils demonstrate strong knowledge and understanding across the curriculum. Children in the lower prep department were researching the habitat of the Arctic fox by using virtual reality headsets. In a chemistry lesson, senior pupils showed good understanding of hazard symbols regarding corrosive substances. In history, pupils make connections between different facts to build a solid body of historical knowledge. In a swimming lesson, upper prep pupils were successfully focused on their breaststroke technique to improve their performance. In a choir rehearsal, pupils displayed confident and enthusiastic choral skills showing clear understanding of the importance of posture and voice

projection from the diaphragm. A small minority of pupils who responded to the pre-inspection questionnaire disagreed that their lessons are interesting or that teachers' marking helps them to improve. Inspectors found that clear assessment information, enabling pupils to understand how to improve their work, is not always given. Pupils develop their knowledge and understanding most rapidly when they receive clear guidance for improvement through feedback from staff. For instance, in extended essay tasks in some subjects, marking is accompanied by detailed, sequential and effective advice about the next steps pupils should take.

- 3.10 Pupils acquire increasingly sophisticated study skills as they move through the school. Older pupils learn to think logically and apply their learning skills to tackling new challenges. Pupils are encouraged to debate their views confidently and to find creative and innovative solutions to problems. For example, upper prep pupils hypothesised as to why handkerchiefs, ordinary day-to-day items of today, would be considered valuable in the times of Dickens's *Oliver Twist*, identifying a sensible and correct reason. Their discussion enabled them to deduce that handkerchiefs were made of silk, at the time an expensive material, and therefore the property only of the wealthy. Older pupils made effective use of recall and deduction for experimentation in chemistry as they researched the use of red cabbage as an indicator of the chemical composition of different substances.
- 3.11 Pupils of all abilities, including those with SEND and EAL, develop positive attitudes to learning. They are focused and show a strong desire to succeed. In lessons, pupils apply themselves diligently and enjoy collaborative working. During an English lesson, for instance, senior pupils took part in a question and answer 'hot-seating' activity based on *Oliver Twist*. Here pupils showed great initiative when responding to the questions posed by their peers, critiquing each other's work so that they arrived at a much better understanding of the characters' motives. In classrooms and around the school site, pupils are extremely polite, friendly and well mannered, showing respect for each other and their teachers and working well together. This was evident during a rugby training session, where upper prep pupils worked effectively as a team, successfully practising their drills to improve their tackling and ball control skills with due consideration for one another. Pupils' conscientiousness and highly focused attitudes to learning, coupled with great camaraderie, enabled them to achieve well.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils across the school show excellent levels of self-confidence and self-discipline. As they move through the school, their self-esteem increases, and they understand that hard work is the route to success. This was evident when upper prep pupils were observed using the school's onsite skiing simulator. Here, pupils asked to use a particularly challenging slalom slope which pushed them outside their comfort zone. They were delighted to achieve a clear run with their average speed reaching 100 kilometres an hour. Pupils demonstrated entirely respectful and cooperative behaviour throughout the inspection. For instance, in a lower prep school art lesson pupils showed great care and consideration by fastening each other's painting aprons, without being asked to do so.
- 3.14 Pupils have a mature appreciation of the importance of making sensible decisions. Pupils were clear that the decisions they make now about their learning, behaviour and friendships are likely to affect their future success and well-being. Pupils have frequent opportunities to make decisions throughout the school day which helps to develop their self-confidence and independence. For example, in art, senior pupils were able to decide which were the most effective techniques and textures to use as they planned and created their papercraft structures. Pupils stated that they are given effective guidance on making their own decisions through lessons in self-regulated learning, in which they improve their organisation, planning and timekeeping skills. In choosing books from the library, pupils made independent selections that represented a good level of challenge for them.
- 3.15 Pupils develop strong spiritual awareness because governors and senior leaders have ensured that there is a significant appreciation of the benefits of reflection across the curriculum. Pupils have many

opportunities to reflect. During a visit to the school's chapel, senior pupils commented with due respect and sensitivity on the significance of the red light of the tabernacle candle representing the spiritual presence of Jesus. In religious studies, pupils expressed their emotions and reactions freely when they reflected on the qualities of water in relation to its symbolism in baptism. Many pupils enjoy the strong sense of fulfilment gained from performance, whether it be through drama or music. Pupils are able to explore and express their deeper emotions more fully in the performing arts when language and words become exhausted.

- 3.16 Pupils' moral awareness is outstanding. They have a mature understanding in relation to their age towards observing behaviour codes. The high expectations of staff and their effective planning of classroom activities motivate pupils to adopt the highest standards of behaviour. Older pupils act as 'buddies' to new arrivals in the school and understand how it is essential for them to always present themselves as good role models. Pupils who take on responsibility as mathematics monitors, help and support younger pupils with their work alongside their mathematics teachers. Pupils were observed enjoying their morning break in the various age group courtyards. Here they accepted responsibility for their own behaviour and displayed high levels of self-discipline and engagement with their peers.
- 3.17 Pupils' social development is excellent. Pupils demonstrated collaborative and highly supportive interactions throughout all lessons seen and around the school site. For instance, older pupils in an ICT lesson worked collaboratively and successfully in pairs to solve a programming problem. Here, pupils were able to programme a robot made from plastic building bricks to cross a bridge and to assist a wheelchair user to access a playground swing. Pupils who spoke to the inspectors demonstrated their mature understanding of equality and of respectful collaboration. Children in the lower prep thoroughly enjoy working together to achieve a common goal. For instance, during outdoor education lessons, they learn how to build dams using leaves and thick mud and to adjust the flow of water as otters do.
- 3.18 Pupils make an outstanding contribution to the lives of others in the school and the wider community and work together for the common good. They feel at ease both with one another and with staff because the school promotes a very positive, caring and welcoming ethos. Pupils willingly take on leadership roles such as house captain, band leader, librarian and chaplaincy team leader which enable them to make a positive contribution to the wider life of the school. They take great pride in helping those less fortunate than themselves by raising money for several charities, based in the UK and overseas. This enables them to understand and appreciate that anyone may encounter difficulties in their lives and know where help can be found. In the lower prep department, children confidently and happily assist one another, tidy toys away and act as class helpers without direction by staff. They listen carefully to staff and to one another, taking turns when speaking with their friends.
- 3.19 Pupils demonstrate strong appreciation of cultural diversity. Almost all parents who responded to the pre-inspection questionnaire agreed that the school actively promotes the values of democracy, respect and tolerance of other people. Inspection evidence confirms this view. One group of pupils stated that they had 'no issues' with people being different, as they themselves all come from different backgrounds and understand that they, as individuals, are very much valued. Pupils have many opportunities to explore the work of historical and contemporary artists from a wide range of cultures, geographical regions, faiths and socio-economic backgrounds. For example, in an art lesson lower-prep pupils showed an excellent appreciation of African culture when they made a Kenyan mask. Using photographic resources, they learned the significance of the colours used in Kenyan culture. Older pupils discussed the importance of cultivating positive working relationships with people from different cultures to understand the impact of climate change and strategies needed to reverse its effects. Pupils develop a mature appreciation of British culture, by gaining knowledge about the historical development of literature, films, visual arts, crafts, heritage, music and dance.
- 3.20 Pupils also said that they feel very secure in their knowledge that there is always an adult to help them should the need arise. The school's open and supportive culture ensures that pupils feel confident and comfortable about raising sensitive issues. For example, in discussion with inspectors, older pupils

were able to recall confidently details about the nine characteristics of individuals that are protected in law.

- 3.21 Pupils have a keen understanding of how to stay safe online. They know that if they receive a communication from someone they do not know or unkind or bullying messages, they should take a screen shot, block the sender and tell a trusted adult. During the inspection, ICT pupil leaders from different year groups, delivered an online assembly giving practical tips regarding safety online. Pupils develop an age-appropriate awareness about adolescence, including consent, social boundaries and keeping safe in personal relationships. This is because the personal, social, health and economic education programme promotes the school's aims extremely well in helping pupils to learn about personal relationships and how to lead responsible lives.
- 3.22 The school provides a safe and caring environment in which pupils feel comfortable and confident about sharing any concerns. Pupils say that staff are good listeners and provide effective ways of dealing with any worries and of discussing sensitive issues. They feel safe everywhere in school and during trips and visits because of the high levels of supervision. Pupils appreciate being able to use the confidential 'worry button' on the website, when they are feeling anxious or have a problem. They understand that as part of leading a healthy lifestyle, participation in sport and other physical pursuits can make a positive contribution to their physical, mental and emotional well-being. They also know that it is important to eat a balanced diet and to get enough sleep.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff, the chair of governors, safeguarding governor and attended form meetings and assemblies. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr David Scott	Reporting inspector
Mr Gerard Silverlock	Compliance team inspector (Former head, IAPS school)
Mrs Lisa Boulton	Team inspector (Assistant head, ISA school)
Mrs Jane Huntington	Team inspector (Former head, ISA school)
Mr David Sibson	Team inspector (Former head, IAPS school)
Mrs Caroline Williams	Team inspector (Head of pre-prep, IAPS school)