

School inspection report

11 to 13 February 2025

Cranmore School

Epsom Road
West Horsley
Leatherhead
KT24 6AT

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'.

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Summary of inspection findings

1. Leaders are effective in their promotion of the school's aims, which place pupils' welfare at the heart of decision-making. Governors provide appropriate support and challenge for leaders in their evaluation of the school's strengths and weaknesses. Development plans are comprehensive and contribute effectively towards school improvement.
2. Leaders and managers enable pupils to experience an appropriate curriculum which is enriched by a broad and interesting extra-curricular programme. The breadth and quality of provision in sports and the arts deepens pupils' engagement with these subjects due to the inclusive approach and individualised support that is provided.
3. Pupils make good progress with their studies most of the time due to the effective use of assessment data by leaders and managers to track pupils' progress. However, in a minority of lessons, staff do not adapt teaching and learning well enough to fully meet the learning needs of individual pupils.
4. The school fosters a culture of tolerance and understanding towards differences in others. Pupils deepen their awareness of the impact of intolerance through discussions in subjects such as personal, social, health and economic (PSHE) education and by attending talks by people who have experienced discrimination first-hand.
5. Pupils' mental health and emotional wellbeing is promoted effectively. Pupils are skilfully supported by staff with expertise in addressing mental health needs. Pupils' spiritual understanding is nourished by a broad and inclusive religious studies programme and moments of quiet reflection which are built into the school day. Pupils' physical health is effectively championed through the extensive opportunities they have to participate in sporting activity.
6. Pupils have a well-developed sense of service towards others. They participate in forums such as the school council, which contribute meaningfully to school improvement. The school's aim to encourage pupils to be outward-looking is embodied in pupils' willing engagement with a variety of wider community projects.
7. The designated safeguarding team oversees a robust safeguarding culture in the school. Governors provide rigorous oversight of safeguarding arrangements. Safeguarding leaders work with staff and liaise with external agencies to safeguard pupils effectively.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that staff receive the guidance that they need in order to adapt their lessons effectively to fully meet the needs of all pupils.

Section 1: Leadership and management, and governance

8. Leaders' and governors' promotion of pupils' wellbeing is central to their decision-making. The school's aim to help every pupil feel valued is reflected in pupils' embedded sense of self-worth. This is due to the culture of care that pervades the school and the effectiveness with which leaders understand and address their personal development needs.
9. Leaders consider the views of pupils, parents and staff in their evaluation of the school's successes and areas for development. The self-evaluation process informs development planning, which contributes towards improved outcomes for pupils.
10. Leaders closely monitor the effectiveness with which improvement plans are implemented against identified success criteria. Governors provide appropriate challenge, in full board and sub-committee meetings, when reviewing goals set in the school's development plans.
11. Board members regularly visit the school to speak to leaders, pupils, staff and parents in order to assess the effectiveness with which development plans are delivered. Governors work effectively with leaders to ensure that policies comply with relevant legislation, have regard to applicable guidance and are being implemented appropriately. These visits enable governors to ensure that leaders apply their good knowledge and skills to carry out their responsibilities, so that the school consistently meets the Standards.
12. Leaders ensure the robust identification and mitigation of risks to pupils' welfare. Reviews of the implementation of the health and safety and risk assessment policies include regular site tours by governors, leaders and managers, including early years leaders.
13. The educational visits coordinator ensures that suitable mitigations to risks are considered by staff organising educational visits. Risk assessments carefully consider potential risks to the welfare and needs of individual pupils and address these appropriately.
14. Leaders are effective in promoting equality, diversity and inclusion. The school meets the requirements of the Equality Act 2010. Leaders give careful thought to ensuring equality of opportunities for female and male pupils within the school's structure. Leaders implement a suitable accessibility plan effectively to develop pupils' access to both the site and curriculum. For example, a lift enables pupils who have a disability to reach the first floor of the new science and technology centre.
15. Leaders work effectively with external agencies to support pupils. Appropriate and timely contact is made with the local authority when advice is required regarding pupils' welfare. Leaders make effective use of external expertise when supporting pupils who have special educational needs and/or disabilities (SEND).
16. Leaders ensure that the required information is available to current and prospective parents via its informative website. The website includes appropriate policies and clearly articulates the school's aims and ethos. The school provides parents with comprehensive verbal and written reports which include clear information about their children's progress. Parents of children in the early years have regular contact with teachers.

17. Leaders address parental concerns promptly. A suitable complaints policy which provides clear guidance to parents is available on the school's website.

The extent to which the school meets Standards relating to leadership and management, and governance

18. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

19. The curriculum contains an appropriate range of subjects. Older pupils have a suitable range of options for GCSE study.
20. Programmes of study are carefully planned to allow for the methodical development of pupils' knowledge, skills and understanding. Schemes of work reflect national curriculum age-related expectations. Pupils are well supported in developing their literary, mathematical, scientific and linguistic knowledge, skills and understanding.
21. Digital skills are effectively developed in computing lessons and enriched through opportunities to participate in coding competitions. Pupils experience a rich, varied and inclusive aesthetic curriculum which is designed effectively to enable them to make good progress.
22. Children in the early years experience an appropriate curriculum based upon the seven areas of learning. An effective balance is achieved between activities led by early years staff and child-initiated learning.
23. Leaders effectively promote the school's aim to foster pupils' individual talents. Older pupils regularly access drop-in sessions run by teachers across a range of subjects. These sessions provide pupils with tailored individual guidance that supports their progress and helps them to be well prepared for their GCSE examinations.
24. Teachers provide pupils with regular individualised guidance about how to develop particular skills and aptitudes. For example, pupils with a particular aptitude in sport meet regularly with staff to discuss personal development plans whilst those with a talent for coding participate in national competitions.
25. Effective teaching enables pupils to make good progress over time due to teachers' expertise and subject knowledge. However, teachers do not consistently use information about pupils' prior learning to plan their lessons.
26. An effective assessment framework supports pupils' good progress across the school. Baseline assessments in the early years and regular evaluations across the seven areas of learning enable staff to identify and address any gaps in children's and pupils' learning. Leaders and staff carefully analyse data produced from regular assessments of older pupils' progress. This enables staff to provide pupils with specific guidance about how their work towards GCSE examinations could be improved, supporting their good progress. Teachers' constructive verbal and written feedback is usually effective in enabling pupils to know how to address misunderstandings.
27. Staff in the early years skilfully support children in adult-directed activities so that they make good progress towards the early learning goals. However, staff do not always support children effectively during independent learning activities, which are not always adapted efficiently to meet the needs of all children. This limits the ability of some children to make progress.
28. Leaders of provision for pupils who have SEND identify their needs at an early stage. They coordinate an assessment process that effectively identifies any adaptations to teaching required by individual pupils. Leaders utilise external expertise in this process to further support pupils.

29. Pupils who speak English as an additional language (EAL) are well supported in acquiring the English skills necessary to access the curriculum due to the individualised support they receive.
30. Pupils' educational experience is enriched by an extensive programme of extra-curricular activities, educational visits, competitions, visitors to the school and special events. Pupils' skills are effectively developed across a wide range of clubs as a result of the expert teaching they receive.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 31. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

32. The school provides pupils with an effective pastoral care system delivered by staff with appropriate training and expertise, including staff trained to support the mental health of any pupils who might experience heightened anxiety. The PSHE programme teaches strategies that pupils can use to support their own mental health and emotional wellbeing.
33. Pupils' self-confidence and self-worth is supported by leaders and staff who promote values such as kindness and consideration towards others. Pupils are provided with useful guidance on how to manage times of anxiety and stress, such as when preparing for their GCSEs. Pupils' self-confidence is bolstered through the regular recognition given to their achievements and positive behaviour in assemblies and newsletters.
34. Teaching across a range of subjects develops pupils' understanding of why discrimination against anyone on the basis of their faith, race, sex or other protected characteristics is unacceptable. For example, senior pupils learn about the substantial harm that racism can cause and the impact of negative gender stereotyping.
35. Leaders have established a well-embedded culture in which people's diversity is seen as something that enriches the community. Pupils represent their peers and promote the importance of equal treatment on a recently established equality, diversity and inclusion committee.
36. Behaviour management in the school is effective. This is because leaders and staff consistently apply rewards and sanctions and respond to behavioural issues efficiently and supportively when they occur. The school's values are effectively embedded and contribute towards the ability of pupils to achieve well-developed self-regulation both in lessons and during breaktimes.
37. Pupils have a clear understanding of what constitutes bullying behaviour due to the clear guidance they receive in PSHE lessons. On the rare occasions that bullying occurs, staff address the needs of both victims and perpetrators effectively.
38. Staff are effective in supporting pupils' physical health. Pupils receive appropriate guidance about the benefits of healthy eating and regular exercise in PSHE and science lessons. Nutritional food choices are available to pupils in lunchtimes. Children in the early years develop a clear understanding about how to keep their bodies healthy. They learn about the importance of oral hygiene, including during a visit from a dentist, and the benefits of regularly washing hands.
39. All pupils benefit from the wide range of opportunities that the school provides to participate in physical activity. Individualised support is regularly provided by staff in physical education (PE) lessons and extra coaching sessions to enable pupils to develop sport-specific skills. Pupils in Years 7 to 11 regularly use the school's gym to support their athletic development.
40. The relationships and sex education (RSE) curriculum meets statutory requirements and is relevant to the needs of pupils. Lessons are delivered effectively by staff, enabling pupils to develop a suitable understanding of different types of healthy relationship and the need to respect consent.

41. Pupils develop their spiritual understanding through learning about a range of religions and beliefs. Pupils learn to identify similarities and differences between the values and practices of different religions.
42. The personal, physical and emotional health of children in the early years is well supported by the warm relationships they enjoy with staff and the support they receive in learning to express their needs and articulate their emotions.
43. The premises include suitable, well-maintained facilities. Suitably qualified professionals regularly undertake appropriate health and safety checks and address any maintenance issues promptly and effectively. Fire safety arrangements are effective and include regular fire evacuation practices. Staff are appropriately trained in fire safety procedures.
44. The school has a suitable number of staff with appropriate first aid training, including, in the early years, paediatric first aid training. Suitable procedures are in place for the administration of medication and first aid. Appropriate medical accommodation is available for pupils who are sick or require first aid.
45. The school maintains admission and attendance registers in line with current statutory guidance. Leaders monitor attendance rates effectively and take appropriate measures to address absenteeism. Leaders notify the local authority when a pupil joins or leaves the school at a non-standard time of transition.
46. Pupils, including children in the early years, are appropriately supervised. Staff are available to support pupils both on the school premises and when undertaking activities such as educational visits outside school and sports fixtures at other schools, due to the appropriate allocation of staff.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 47. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

48. Pupils learn about British values such as mutual respect, tolerance and individual liberty, which are appropriately embedded into the curriculum and assembly programme. Pupils develop an understanding of the democratic process in history lessons. They experience democracy first-hand through visits to the Houses of Parliament and elections to the school council.
49. During PSHE lessons, pupils gain an understanding of the legal framework that underpins the rule of law in the United Kingdom, for example when they learn about equality and hate-crime legislation. They learn about the consequences of making right and wrong choices as a result of the explanations given by staff when sanctions are awarded and the recognition given to positive behaviour.
50. The curriculum explores issues relating to equality, diversity and inclusion, such as the impact of apartheid and other forms of discrimination on different groups. Pupils demonstrate the positive impact of the school's promotion of mutual respect and tolerance in their everyday interactions. They demonstrate an acceptance and appreciation of diversity.
51. Pupils gain a secure understanding of the institutions and services that support individuals and communities in the United Kingdom. For example, children in the early years learn about the work of the fire service during an annual visit by the fire brigade. Older pupils learn about the role of the police, including from officers who visit the school.
52. Topics included in the PSHE programme enable pupils to gain an appropriate understanding of how economic wellbeing is supported by sound financial management. Children in the early years develop an early sense of the place of money when purchasing items in their role-play shop. Prep school pupils practice managing money during a charity hot chocolate sale. Older pupils develop financial literacy through learning how to interpret pay slips and developing their understanding about taxation.
53. Pupils are well prepared for their next stage of learning. They transition well between different year groups and phases. Early years children are well prepared for their move to Year 1, including by meeting their new teachers beforehand. Staff use team-building activities to help support pupils and enable them to integrate with their peers as they move from the prep to the senior school. Buddies are assigned to support new pupils and are effective in helping them quickly settle into their new school.
54. Senior school pupils receive effective careers guidance. They are well supported in understanding how subject choices and different types of educational courses link to different career paths. Pupils benefit from the advice they receive from adults representing an appropriate range of careers. Pupils receive helpful guidance about considering priorities in careers and how to prepare for the application process, including advice about presentation and writing curriculum vitae. The careers programme is designed around nationally available benchmarks.
55. Pupils achieve a well-developed sense of service towards different communities in line with the school's mission to encourage pupils to 'love thy neighbour'. They serve their school community through a variety of roles of responsibility for which they volunteer. For example, older pupils

volunteer to support their younger peers in breakfast club and act as their reading buddies and mathematics mentors.

56. Pupils' views are considered by leaders and staff when discussing school improvement plans. Suggestions discussed in forums such as the school council and eco council have resulted in additional extra-curricular activities being made available to pupils and better arrangements for recycling waste.
57. Pupils of all ages engage meaningfully with the wider community. Pupils have supported residents in a local care home and raised funds for a local hospice, a foodbank and an international children's charity.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 58. All the relevant Standards are met.**

Safeguarding

59. Safeguarding arrangements are effective. The safeguarding policy reflects statutory guidance. The school's code of conduct is modelled by staff who contribute effectively towards a robust safeguarding culture in which the wellbeing of pupils is paramount. Leaders and staff implement appropriate safeguarding procedures rigorously.
60. The designated safeguarding lead (DSL) has appropriate status within the school. The safeguarding team is suitably trained to undertake its responsibilities effectively. The team works effectively with other leaders, managers and staff in the school, including nursing and office staff. Safeguarding concerns are responded to effectively, including through liaising with and, when required, referring concerns to relevant external agencies. The DSL maintains suitable and appropriately stored safeguarding records in line with current statutory guidance. The school shares safeguarding information appropriately and as required with relevant agencies and receiving schools.
61. Staff, governors and volunteers receive appropriate safeguarding training upon joining the school. Further training takes place during the school year, including in response to updates to statutory guidance. Safeguarding matters are regularly discussed by staff at weekly meetings.
62. Staff understand how to identify and respond appropriately to safeguarding issues. They recognise their responsibility to report concerns that might arise about anyone working in the school.
63. Pupils can confidently identify trusted adults to whom they can turn should an issue arise. Appropriate reporting mechanisms are in place to enable pupils to share concerns. These include 'worry boxes' for younger pupils and online reporting mechanisms for pupils in Years 3 to 11.
64. Governors maintain effective oversight of safeguarding, including through regular meetings with the DSL and safeguarding team. Governors undertake rigorous and regular scrutiny of safeguarding reports from leaders.
65. Pupils receive regular and helpful guidance on how to stay safe, including when undertaking activities online. Parents receive helpful monthly newsletters that provide relevant guidance about how they can support the school in helping to keep pupils safe.
66. Robust filtering of online activity includes instant messaging to leaders in the event of alerts identifying potential concerns. Monitoring of internet usage at the school includes swift and effective responses to notifications if they occur.
67. All required pre-employment checks are undertaken before adults commence work at the school. Suitable safer recruitment training is undertaken by leaders involved in assessing candidates for employment. All checks undertaken during the recruitment process are recorded accurately in a suitable single central record (SCR) of appointments. Staff files are maintained in line with current statutory guidance.

The extent to which the school meets Standards relating to safeguarding

- 68. All the relevant Standards are met.**

School details

School	Cranmore School
Department for Education number	936/6519
Registered charity number	1138636
Address	Epsom Road West Horsley Leatherhead Surrey KT24 6AT
Phone number	01483 280340
Email address	office@cranmore.org
Website	www.cranmore.org
Proprietor	Effingham Schools Trust
Chair	Mrs Annette Turner
Headteacher	Mr Barry Everitt
Age range	3 to 16
Number of pupils	525
Date of previous inspection	28 June 2023

Information about the school

69. Cranmore School is an independent Roman Catholic day school for male pupils from the age of 3 to 16 years and female pupils from 3 to 7 years. It was founded on its present site in 1968. It is overseen by a governing body within the Effingham Schools Trust. The school is organised into three sections: the lower prep school, which incorporates the early years, for pupils aged 3 to 8 years; the upper prep school, for pupils aged 8 to 11 years; and the senior school, for pupils aged 11 to 16 years.
70. There are 46 children in the early years comprising 19 children in Nursery and 27 in Reception.
71. The school has identified 176 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
72. The school has identified English as an additional language (EAL) for 11 pupils.
73. The school states its aims are to be a Catholic School committed to the teachings of the Gospel, with the aim of helping all pupils to fulfil their potential by fostering their individual talents and providing for their needs within its caring Christian community.

Inspection details

Inspection dates

11 to 13 February 2025

74. A team of five inspectors visited the school for two and a half days.

75. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headmaster, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

76. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

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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