



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**The Grange School**

**Santiago**  
**Chile**

Date **21<sup>st</sup> – 23<sup>rd</sup> August 2023**  
Inspection number **20230821**

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## 1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, over 100 lesson observations took place. School documentation and policies were analysed and data was reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Dr Mark Evans. The team members were Justin Blakebrook, John Lambert, Gayle Lane, Alison McDonald, Phil Neild and Mike Wolf.

## 2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

### 3. Overall effectiveness of the school

The Grange is a very successful school which balances academic and sporting prowess within a warm and increasingly inclusive community. Pupils, parents and staff are hugely proud of the school. It provides high quality education and care, blending the requirements of the national ministry and the standards expected in British schools overseas.

#### 3.1 What the school does well

There are many strengths at the school, including:

- The community feel and commitment of students, staff and parents to the school.
- The relationships between staff and pupils, and the pupils' positive attitudes towards learning.
- The behaviour of the students is outstanding - polite, friendly, courteous, kind, helpful. This was not put on for inspection, they really are. You can see and feel it in every part of the school.
- It is very clear that the pupils feel supported and safe at all times.
- The school provides excellent sporting and musical opportunities.
- The aspirations of the leadership: they have ambitious ideas and clear plans to improve even further the quality of the educational provision.
- The personal, spiritual, moral, social and cultural development of the pupils, which is successfully woven into everyday school life.
- The school is successful in meeting its historical mission of "We want to form young people who will be useful to the country and are trustworthy".
- Attainment is high in national examinations, ensuring that students gain access to the best universities in the country.
- The leadership is successful in taking the best from its Chilean, British and other nationality teachers.
- The best teaching is outstanding.

## 3.2 Points for improvement

While not required by regulations, the school might wish to consider the following development points:

1. Increase further the quality of learning and teaching, so that all lessons are as good as the best, for example by seeking more ways to
  - a. emphasise the English language environment
  - b. future proofing the British nature of the school by bolstering the presence of UK teachers
  - c. ensure that the use of display in the building is as good in all sections of the school
  - d. support a culture of challenge for both pupils and staff
  - e. ensure there is sufficient practical work in all subjects
  - f. make even more use of the talented teachers in the school to support one another
  - g. place a greater emphasis on making use of practical activities in lessons which allow pupils to embed and apply their learning and increase variety in lessons
  - h. ensure that there is sufficient differentiation in lessons to ensure that higher ability students are stretched, and less able students are sufficiently supported
  - i. ensure that subject leaders can continue, over time, to further align their subject development plans with the whole school's strategic initiatives.
2. Find ways to make the management and use of attainment and progress data more rigorous, hard-edged and effective, having greater impact in raising standards even further.
3. Review and refresh:
  - a. the school's mission statement to make sure it is fit for the current context
  - b. the emphasis given to extra curricular service and arts activities, in balance with sport
  - c. the current constitution of the board, to ensure it uses external expertise as well as reflecting the great legacy of the school.

## 4. The context of the school

Full name of the school	The Grange School				
Address	Principe de Gales 6154, La Reina, Santiago, Chile				
Telephone Number/s	+56 22 598 1500				
Website Address	<a href="http://www.grange.cl">www.grange.cl</a>				
Key Email Address	<a href="mailto:rectoria@grange.cl">rectoria@grange.cl</a>				
Headteacher/ Principal	Mr Nicholas Adam Thomas Eatough				
Chair of board/Proprietor	Mr Cristobal Hurtado				
Age Range	4 – 18 years				
<b>Total number of pupils</b>	<b>2,146</b>	<b>Boys</b>	<b>1,047</b>	<b>Girls</b>	<b>1,028</b>
Numbers by age	0-2 years	0	12-16 years	740	
	3-5 years	165	17-18 years	276	
	6-11 years	965	18+ years	0	
Total number of part-time children	0				

The Grange School is a private school in La Reina, Santiago, Chile with an enrolment of over 2,000 students and more than 400 staff. The school was founded by John Jackson in 1928. Educated at Cheltenham College in the UK, he wanted to provide a similar style of education to young English boys residing in Chile. His vision and mission consequently align strongly with British independent schools, and are still at the heart of the school today. Part of his founding philosophy was to apply the concepts of "fair play", "spirit of service" and the notion of an "all-rounder" person. Its logo has a gryphon as the centrepiece, surrounded by the Latin phrase *nunquam non paratus*, translated as "always ready". It is known locally and internationally for its strong sports programme in addition to high academic standards.

The *John Jackson Educational Foundation* was set up September 1980: its declaration of principles establishes that its main purpose is to maintain and promote the ideals of John Jackson. It is deemed to be responsible for projecting and developing the services and support that may be necessary to achieve these ideals in the educational, sporting and cultural extension activities of the school and its alumni. The school now educates mainly Chilean boys and girls. By law, the Chilean National Curriculum has to be provided, but there is strong alignment with the English National Curriculum. Pupils are expected to take IGCSE and A Level exams. In both Lower and Upper Prep schools, lessons are conducted in English, apart from Spanish and religion. In the Senior School, where the Chilean National Curriculum is key to university entrance in Chile, fewer lessons are taught through the medium of English.

## 4.1 British nature of the school

Established in 1928, the school was founded in order to provide an education similar to that of British independent schools. Whilst the vast majority of pupils are Chilean, the ethos and philosophy of the school meets and, in many cases, exceeds that found in many British schools across the world. English is widely spoken throughout the school and is the main language of instruction for the Lower Prep and Upper Prep pupils.

The physical appearance of the school and the way in which it is organised in terms of Lower Prep, Upper Prep and Senior School coupled with the organisational titles of staff replicate that found in the UK. The pastoral nature of the school is quite distinctive in Chile. In the Lower and Upper Prep, each class has a form tutor and in the Senior School, each pupil is assigned to a tutor. A thriving house system with monitors and prefects supports the ethos of the school.

Pupils proudly wear their uniforms and access a curriculum centred on four pillars- academic, sport, arts and service with the aim of producing all-rounders. The mission and values of the school is referenced both in classes and assemblies throughout the school.

The curriculum offered is a blended version of the English national curriculum with the compulsory Chilean curriculum. The youngest pupils follow the EYFS framework whilst the older pupils' study for IGCSEs and A levels. The school has strong traditions in playing rugby and hockey together with touring and trips. The school has a tour from 3<sup>rd</sup> Medio to the UK and there is the opportunity for pupils to study at a UK boarding school for a term.

The Grange is a member of The Association of British Schools in Chile (ABSCH), The Heads' Conference (HMC) and the Independent Association of Prep Schools (IAPS).

The British Ambassador laid the foundation stone in 1928 and recent British Ambassadors continue to visit. These include celebrating 200 years of British Chilean relations and most recently to honour five students who received their Gold Duke of Edinburgh Award. Prominent members of the British Royal family and a Prime Minister have also been visitors to the school during its history.

The school is successful in upholding the vision of its founder and in replicating the values and nature of British independent schools.

## 5. Standard 1 The quality of education provided by the school

The quality of education provided is good, with many excellent features.

### 5.1 Curriculum

The quality of the curriculum is good.

It centres around the bespoke *One Curriculum*, from Pre-kinder to 4<sup>th</sup> Medio, providing the educational journey that ensures pupils become true 'All-Rounders'. This holistic approach across the school provides a wide variety of opportunities in academics, PE, and the creative and performing arts. Co-curricular opportunities, including service, extra-curricular activities (ECAs), the Model United Nations (MUN), outdoor education and international tours, as well as sports and athletics teams complement classroom-based studies. Pupils welcome the academic and activity-based choices, there being a palpable sense of enjoyment and energy throughout the campus. In respect of the ECAs offered, there was comment from a number of students that if they were not 'sporty', choices were more limited.

Whilst the Chilean national curriculum has to be a prime educational focus of the Grange, the *One Curriculum* incorporates many aspects of the English National Curriculum. In Pre-kinder, the EYFS is used as a framework for all areas of development with immersion in the English language, whilst in the Lower and Upper Prep, speaking, listening, literacy and numeracy skills are given priority.

The teaching of a broad range of subjects at IGCSE and A Level is the focus in the Senior School. This collaboration complements and enhances both systems, with the critical thinking and enquiry approach of the latter adding great value to the local curriculum. The school recognises there is still a need to further promote integration and cross-curricular links between different subject areas. Pupils are self-motivated and self-regulated. They enjoy the whole learning experience, and their behaviour in class is exemplary. Pupils are comfortable using technology as a tool, though exercise books are used widely too, with work being well presented and of a high standard.

The remarkable command of English amongst all pupils has its roots in the Lower Prep, where they are totally immersed in the language, with this continuing into Upper Prep through the teaching of subjects in English (except Spanish and Religion). In the Senior School, with greater emphasis placed on the Chilean curriculum, teaching in English is reduced; whilst most pupils are increasingly proficient in both languages, the demands of the broader secondary curriculum does create challenges.



To this end, English language development in the Senior School has been highlighted in the strategic development plan.

PSHE is taught across the school, with activities meeting the academic needs and skills of students and developing students' personal growth, complementing the Grangonian profile. With parents also having access, they too are encouraged to become involved in the PSHE activities from home. An impact of PSHE and the values encouraged by the Grangonian profile is visible throughout the school in the wonderful relationships and mature behaviour of pupils, and their spiritual, moral, social and cultural development.

The school has made significant inroads into becoming more inclusive across the three phases, with time allocated to planning between the SEN specialists, and class and subject teachers. The provision of staff in this area is appropriate to the needs of the pupils, with seven special education teachers, one reading specialist, seven counsellors, two support teachers and two *psicopedagogas* spread between Pre-kindergarten to 4<sup>th</sup> *Medio*, supervised by the SEN coordinator. In both the Lower and Upper Prep, the inclusion of differentiation in lesson-planning is through team planning sessions. In the Senior School, differentiation is more implicit, and achieved primarily through setting pupils by ability rather than by an individual's needs. The school is developing this further, including by Head of Inclusion has been appointed since the last inspection as per the BSO recommendations. It is also developing the curriculum to be more inclusive and to better support all students, in line with the Inclusion Law in Chile.

Students take 8 IGCSEs and on average 2 A Level courses (a significant number take 3). This fits appropriately with the teaching and examinations necessary for the Chilean National Curriculum. On graduating from The Grange, success at IGCSE and A Level enables pupils to apply to UK and international universities. However, the majority choose to remain in Chile, gaining entry to their first-choice university.

## 5.2 Teaching and assessment

The quality of teaching and assessment is good. Some teaching is outstanding, but a few lessons are unsatisfactory.

Teaching at The Grange enables students to acquire new knowledge and make good progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught. In the best lessons, pupils are fully engaged, excited about their learning and make excellent progress. For example, in one English class in Senior School on Gothic literature, the lesson incorporated drama, individual student presentations to the class, peer evaluation, probing questions from the teacher and paired discussions resulted in pupils having an excellent understanding of the literacy techniques used in the scene being studied. There was pace and challenge for all.

Teaching generally involves well planned lessons and effective teaching methods, with suitable activities and good management of class time. In many lessons, the teachers foster self-motivation in pupils and encourage the application of intellectual, physical and creative effort. An example was a Lower Prep Spanish class: the pupils were well-behaved and on task throughout because they were engaged in mixed activities that developed their understanding of phonics and the differences between words that had multiples or single 'r's. The teacher's questioning techniques to draw out responses, and her ability to encourage the majority of pupils to present answers, as well as explaining why and how they had arrived at an answer, was noticeable. The class clearly enjoyed being set high expectations in terms of behaviour and response.

Where teaching is less successful, it is sometimes because of basic matters, such as not getting the tv screen in a position where the pupils could all see it. Pupils are therefore not engaged. Occasionally, planning and activities were not sufficient for the allocated time of the lesson. This sometimes resulted in pupils engaging with tablet activities such as *Blooket* without real focus. Some pupils who were trying to complete tasks, were distracted by noise levels.

Pupils with special needs have differentiated assessment policies and special plans. In the Senior School mathematics and Spanish language classes, pupils are divided into sets, to allow for directed challenging content and objectives. Pupils in the Senior School complete the national requirements of the Ministry of Education. In addition to this challenging programme, most pupils sit two A Levels; many opt for a third A Level, especially if they are considering studying abroad internationally at university.

Teachers show good understanding of the aptitudes, needs and prior attainments of the pupils. Mostly these are taken into account in the planning and delivery of

lessons. Planning demonstrates good knowledge and understanding of the subject matter being taught. The best lessons were those which ensured that the pupils had real interest in their work and planned opportunities to allow thinking and learning for themselves. For example, in a Lower Prep mathematics lesson on multiplication, the pupils were gripped from the beginning by the clever use of a monster's party picture to stimulate multiplication sums. The pace of the lesson was good with some direct questioning used. A mixture of white board, carpet, interactive whiteboard activities and paired activities, some of which spilled outside the classroom was observed. The class understood the 'why' of this task, as it built on previous learning.

Whenever necessary, teachers utilise effective strategies for managing behaviour. They encourage pupils to act responsibly and do not undermine the values of democracy, the rule of law, individual liberty: they ensure there is mutual respect and tolerance of those with different faiths and beliefs. There is no evidence of discrimination against pupils because of their individual characteristics. Most utilise classroom resources effectively; the resources are of a good quality, quantity, and range.

There is a framework in place to assess pupils' work regularly; the internal process is frequent and there is a variety in terms of the type of assessments, such as multiple choice tests, research projects, oral presentations, essays, research papers, and process assessments. This is evident across the three sections of the school. There is a growing focus on assessment involving cross-subject work and a focus on 21<sup>st</sup> Century skills. The use of the data from assessment is variable and inconsistent. Some teachers use information from the assessments to plan teaching, so that students can make maximum progress.

## 5.3 Standards achieved by pupils

The standards achieved by students are good and often outstanding.

The school continues to be ranked nationally as one of the top schools in Chilean examination results. Chilean assessments processes supports this: the *Sistema de Medición de la Calidad de la Educación* (SIMCE) is a battery of tests used in Chile to measure pupils' progress against aspects of the school curriculum, and the findings (from 2018 and 2022) suggest that the school's performance is outstanding, as do the results from the *Prueba de Selección Universitaria* (PSU), Chile's university admission's tests. The newer higher education competency access tests (PAES) confirm these results.

Pupils achieve very well in their PAES examinations, resulting in them studying in the top universities in Chile. It is rarer for pupils to study internationally, though in 2022, 14 enrolled in a foreign university compared to 121 enrolled in Chilean Universities. Tracking of university destinations is being developed.

In international examinations, 71% of students received A\*-C grades at IGCSE in 2019. The school did not enter any students in 2020 due to the pandemic. In 2022 A\*-C results were 71%. At A level, in 2019, 70% of students achieved A\*-C. In 2022, 45% of students achieved A\*-C.

The school identifies that development is needed in order to ensure attainment is reflective of students' abilities in international examinations. No data was presented showing comparisons in performance with other similar British International Schools.

Baseline assessments are being developed for pupils in EYFS. In Lower Prep, attainment is measured at different points in the year. Reading is tracked across all of Lower Prep and there are plans to record progress in mathematics and English writing. In Upper Prep, ISA (International School Assessments) are used for mathematics and English from 3<sup>rd</sup> *Básico* through to 6<sup>th</sup> *Básico*. This will also be used in Science this year.

The school has a management information system called *Schooltrack* which holds the administration data required for the Chilean authorities. The Senior School has developed its own dashboard to help analyse external examination results, it is still in its infancy. There is currently no MIS that supports data collection, tracking, analysis, trends and target setting or supports the analysis of data across the whole school. This misses opportunities to enable teachers to be even more effective in meeting the needs of the pupils, enabling them to attain even higher. The lack of comparison with other British overseas schools is also a missed opportunity to support further progress.

Attendance on the first day of the inspection for the whole school was 93.7% and for the previous 3 months, 92%. There are systems in place for recording and following up any absenteeism.

The school is successful in meeting its core values in academics, sports, arts and service, especially in sport. This is illustrated by the ten former pupils representing Chile in the 2023 Rugby World Cup in France.

## 6. Standard 2 Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils at the Grange is outstanding.

The founder's vision of 'Respect for oneself and for others' is clearly visible throughout the school. The school's pillars and shared values are part of daily school life and spill out past the school gates. These values promote and ensure the development of kind, warm and polite pupils, who take care of each other and who are passionate about their school.

The Grangonian profile was created to facilitate the development of the 'whole child', the 'all-rounder'. The extensive facilities at the school, such as, the music rooms, the art rooms, the gyms, the sporting facilities and the ICT labs, collectively encourage and develop sporting prowess, musical and artistic talent and academic learning. The Old Grangonian Club is an offsite sporting facility which provides pupils with training and hosts sporting events. Some pupils commented that although they understood why rugby, hockey and football are a strong focus, they would also like to see other sports being further developed. The inspiring new playground in Lower Prep encourages social interaction, imagination, and creativity with one Lower Prep pupil announcing that 'We have princesses, drum people, people who do maths and race car drivers in this school'.

Pupils speak proudly about exploring and discovering their talents. The school has over 100 extracurricular activities, for example, dramatic makeup, robotics club, karate, and drama. The Grange Arts Festival (GRAF) provides for whole school art projects, with the impressive artwork being displayed in the school. Pupils are thankful about being given the opportunity to discover their talents and the important part that the school plays in developing these further. As stated by an Upper Prep pupil, 'You can only find out if you are good at something if you get the chance to try it'. Another senior pupil shared his view that 'a lot of schools only care about the academics, of course that is important, but there is much more to me than just that. I'm an artist, too'. The newly created position of the Head of Co-Curricular, is aimed at developing this even further.

The pastoral care in the school is to be commended. Councillors, learning support teachers, the head of *Convivencia Escolar* and committee, the pastoral care deputy heads, psychologists, and heads of year work closely with the staff to ensure that the 'whole child' is supported and developed. Data is collected and used to make future decisions. Staff are abreast with current techniques and developments in this area. The strong and effective PSHE programme creates a warmth and a unity in the school and provides pupils with a multitude of life skills. This was demonstrated in a Lower Prep lesson where pupils were learning new coping strategies to use if they felt angry. The structure of staffing ensures the socioemotional development of the pupils in both wellbeing and learning. Emotional support rooms are available, which allow pupils to self-regulate and gain the support and privacy that they require.

This is a non-denominational school where beliefs are explored and respected. A strong ethos of acceptance has been created. Pupils have strong moral values and know right from wrong. Pupils who have a personal concern or a concern about another pupil are supported through an anonymous (if preferred) online system where they can ask for help and advice. Post boxes in the school encourage younger pupils to 'post' their concerns or needs. These are checked daily. The ID club encourages pupils to express their differences and raise awareness. This club also encourages inclusion, reflection and discussion.

Behaviour at the school is outstanding: pupils and parents are fully aware of the policies and procedures. The school ensures that the parents are involved in the promotion of exemplary behaviour through workshops, meetings, and the support of the school psychologist. Behavioural sanctions are differentiated, age appropriate and effective.

The spirit of service is an important part of the school's ethos and is evident through the pupil's commitment to helping local and international communities. Pupils and staff are involved in projects at the local schools such as *Colegio Puelmapu*. They visit local areas and homes which allows the children to become aware of their social privilege. Pupils assume leadership roles by becoming 'Crew Captains' who lead teams in the building of emergency shelters. The dual curriculum that is taught at the school, allows the pupils to become immersed in both the British and Chilean culture. Pupils celebrate cultures through local trips, fairs and nominated days. Global citizenship is achieved through academic exchange and cultural and sporting trips to Europe, America and to the UK.

Pupils proudly demonstrate and develop their leadership skills and support others within the school through becoming, Mini Gryphons, class representatives, monitors, and being part of the peer support group, the student council and 'TECHAR' (tolerance, empathy, commitment, honesty, attitude and respect). The pupils aspire to be awarded the coveted role of head girl, head boy, and prefects. These roles, and the peer support group and TECHAR, only apply to the Senior School. Pupil voice is evident at the school and the school acknowledges that to develop this further, pupils will become more involved in the school's review and evaluation process.

The Grange retains its pupils for long periods, with the vast majority of pupils starting school in Pre-kinder and leaving at the end of Senior School. The alumni play an important part in shaping the past and the future of the school.

## 7. Standard 3 The welfare, health and safety of the pupils

The provision for welfare, health and safety is good.

The behaviour of the pupils at the school is one of its strongest features. Pupils are guided by a regularly reviewed behaviour policy that filters into every section of the school and delivered through assemblies, a strong and extended PSHE program, and pupil-led focus groups. Building positive relationships, care, and respect towards fellow pupils is highly promoted. Pupils throughout the school are involved in peer support initiatives such as TECHAR which promotes positive relations amongst and good treatment of others. A further example is that of 2<sup>nd</sup> to 4<sup>th</sup> *Medio Senior* pupils who are trained by the Head of Convivencia to provide peer support to 7<sup>th</sup> and 8<sup>th</sup> *Básico* students.

Over the school year there are several special days or events that focus on friendship, kindness and respect; all serve to illustrate the school's efforts to promote positive relationships and a sense of well-being and care. It is evident that Lower and Upper prep pupils see value in peer support groups and recognise the impact that this has on their happiness and welfare on a day-to-day basis.

The school places great emphasis on trying to further reduce even eradicate bullying, and Senior-led focus groups play an important part in this effort. As one of the school leaders explained 'We encourage our pupils to be *upstanding*, not *by-standing*'. In the Lower and Upper Prep, bubble and quality circle time provide pupils with the chance to share concerns on several topics that include how to seek help when faced with bullying, and to develop empathy and care towards others in their time of need. Pupils across the school are aware that there are several ways in which they can report concerns. First and foremost, Lower and Upper Prep School pupils look towards the option of finding an adult that they trust; someone they feel very comfortable with. Senior pupils reference the value of being able to speak to the pastoral deputy head, *Convivencia Escolar* or the numerous counsellors that are available; or anonymously reporting a concern via the online report system or one of the designated post boxes that are evident along the corridor.

The school's child protection policy is excellent. There are clear procedures and processes that meet Chilean regulations and aim to go above and beyond. More recently, the policy includes flow charts that direct the whole process in a simple, concise, and clear way. Importantly, the policies are communicated clearly to all members of the school community, parents, staff, and board members, through the sharing of documents and training. Parents must read and sign that they have read the protection policy at the beginning of every school year.

Great emphasis is placed on training all staff at the beginning of the school year by the Head of *Convivencia Escolar* and the deputy pastoral heads; and in ensuring that new staff, who



arrive during the school year are trained in CP policies and practices. External providers of adults who support the school in any capacity, must follow the Chilean national laws and regulations in ensuring their employees are checked and trained. Heads of Year, class teachers, and tutors, dedicate time to ensure that pupils understand rules and procedures relating to child protection, and make clear how and who to seek help from. The school's online help website is a vehicle that pupils can use to anonymously report concerns, and focus group pupils such as the 3<sup>rd</sup> and 4<sup>th</sup> *Medio* prevention team, are well-versed in how to respond and advise younger pupils, as necessary. Overall, pupils across the school feel safe in the systems that the school has provided and have a good understanding of where and how to seek help.

The Grange provides a two-infirmery service, one for Lower Prep, and one for Upper and Seniors. Pupils are given a pass to attend the infirmary or accompanied by another pupil or adult where necessary. The infirmaries are well staffed, with qualified medical practitioners who communicate the arrival of pupils to pastoral heads and class teachers. There is an expectation that parents declare their child's medical needs and authorise the school's medical staff to securely store, in locked cupboards, and administer. Few other forms of medication are kept in these facilities other than basic items such as paracetamol. The school ensures that when pupils travel on overseas trips they are accompanied by a school nurse and, where deemed necessary, a physiotherapist. There are five defibrillators on the school premises and staff are trained on their use during the induction process at the start of the school year. The infirmaries administer *EpiPens* when necessary, to those pupils who are prescribed. Regarding the health care provision, the feedback from pupils is very positive. They feel that they are provided with a high standard of care.

There are clear regulations and systems regarding safety in the science laboratories. Fire extinguishers, blankets, fume cupboards, Bunsen burners, eye wash and shower equipment are in place and inspected on a weekly basis. Items such as safety goggles, gloves and coats have been updated more recently. The school follows the Cambridge safety guidelines associated with each type of laboratory. Hazardous and toxic chemicals are not used. Any solutions are highly diluted and disposed of appropriately.

The school meets the Chilean requirements in its provision for fire extinguishers and hoses, which are checked at the beginning of each term. A new alarm system has been introduced which provides an immediate understanding to every individual in the building as to what type of emergency it is: fire, earthquake, or other and, therefore, how to respond. Pupils and staff have a clear understanding of the different procedures, including evacuation to the field, via specific routes, when required. There are evacuation teams, led by Pastoral Deputy Heads, in each of the school sections. These evacuators monitor the evacuation process, check that the procedures are being followed, and provide feedback for the review process. There are procedures and action plans in place for if a student goes missing.

All risk assessments relating to the premises are documented in the *Reglamento Interno*. An outside agency provides risk assessment personnel, who visit the school at least once a week

to carry out evaluation, complete risk assessment documentation, and report findings to the Bursar.

In terms of pupil supervision, teachers are expected to attend classes on time, and leadership expected to communicate staff absence so that pupils are not left unattended. The pupils are not always clear about what they should do if they find themselves unsupervised at the start of a lesson or in an activity.

The bus system is provided by three external companies and coordinated by two members of staff. Although there are policies in place regarding pupils wearing seat belts and bus supervisors checking younger pupils, this is not followed consistently. At least half of the pupils on those buses checked, failed to have their seat belts on, or securely tightened.

## 8. *Standard 4* The suitability of the proprietor and staff

The Grange school fully meets the BSO requirements for this standard. The school places due importance on having staff who are suitable in terms of safeguarding the welfare of pupils as well as being able to effectively carry out their particular role.

The recruitment of staff is very rigorous starting with the creation of a profile for the post and if necessary reviewing the profile. As many channels as possible are used to attract a wide field of candidates. Initial longlisting is conducted by the Head of HR, further shortlisting by the relevant line manager and then interviews are completed followed by a final meeting with the headmaster. Candidates also complete psychometric tests. Checks are made on the candidate's identity, their qualifications and their right to work in Chile where applicable.

The school provides staff with complementary medical and accident insurance which is conditional on satisfactory medical fitness necessitating the member of staff signing a legally binding form. Local staff are required to present a criminal checks certificate as well as a certificate to indicate they are suitable for working with minors. Expatriate staff have to submit an ICPC certificate. Subsequently all staff have to have national update certificates every 6 months. Written references are obtained for all staff and where possible these are followed up by a conversation with the referee.

Supply staff have to go through the same checks and governors and volunteers also have to have the two national certificates showing that that they can work with minors and have no criminal convictions.

The Head of HR maintains the single central record of staff that records the various checks made on all staff including past staff, volunteers, and supply staff. The quality of this record is significantly improved since the previous BSO inspection. The register met all requirements and is very thorough. This is supported by staff files which include copies of all relevant documentation.

There is a comprehensive induction process to assist new staff in settling into the school, to give guidance and also for quality control purposes. In the case of teachers this includes the observation of lessons. There is an annual appraisal system for all staff which is currently being revamped. There are eight staff training days per year to ensure sufficient continuous professional development as well as other provision such as supporting members of staff to take further qualifications.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation are of a good standard overall with some outstanding features: they fully meet the standards for BSO.

The school site is safe and secure with students and parents entering through a main gate in addition to a separate entrance open in the morning and afternoon. All visitors are required to register upon arrival at the school.

The school is situated on a large site with outdoor areas that cater to the needs of the different age groups. The classrooms all have interactive whiteboards and are of a reasonable size. There are excellent displays of student work in the classrooms, but this is very limited in the Senior School.

Overall, the school has excellent sports facilities that allow students to participate in a variety of sports and activities. These include two gymnasiums, a 25 metre swimming pool, three small multi-purpose rooms, one with equipment for weight training and a large field. The field can be split into three rugby or football pitches and includes a two hundred metre athletics track; there is also all-weather hockey pitch. Additional space can also be accessed using a walkway to neighbouring clubs.

From Pre-kinder to 2<sup>nd</sup> *Básico*, pupils have access to a self-contained playground which affords a wide range of suitable and safe play opportunities with a permanent structure providing shade. In Pre-kinder and Kinder, classrooms open outwards to enable all pupils access to provision for continuous play.

The Balfour Quad is a paved area only used by Upper Prep pupils during the school day. This area currently has limited shading other than that provided by the large trees. Outdoor space by the Library and in the John Scott Quad is utilised by Senior pupils during break and lunch times.

The school has a large building in which hot lunches are cooked and served. These meals are provided to all pupils and staff.

Exceptional musical facilities are available to pupils, particularly in the Senior School, in addition to bespoke areas for art and drama. The school is actively planning increased provision of additional IT in the Upper Prep and Senior sections of the school.

Classrooms are of a sufficient size with all having access to natural lighting. Large lockers are available for Senior pupils with cubby holes for those from Upper Prep. Some areas and in particular, the Jackson building, appear dated and would benefit from some attention. The safety of the window locks in the Jackson building is a priority.

In all areas of school, boys and girls have access to clearly labelled, separate toilets. There is clear signage as to which bathrooms are for the use of adults and those for pupils. All toilets have either hand dryers or paper towel dispensers.

Pupils from 3<sup>rd</sup> *Básico* upwards have access to appropriately sized changing rooms with individual private showers. The temperature of the water is externally regulated to avoid the risk of burning.

The water service in Chile means that tap water is safe to drink and the school has a large number of sinks both inside and outside classrooms for children to refill their water bottles. Water fountains that were removed due to Covid safety measures during the pandemic are in the process of being replaced. The school also has a back up water provision should the supply stop for whatever reason.

Since the previous report, the school has implemented additional lifts and stair access for students with any physical impairment. There are plans to extend access to the Jackson building, the stage in the assembly hall and the downstairs music rooms.

Both indoor and outdoor areas are clean and well maintained by a team of full-time staff: the school meets all the requirements of the Chilean government.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others is outstanding.

The school uses a range of methods to communicate with parents. The Grange App is tailor-made for the school and enables the school to communicate urgent messages more effectively than emails which not all parents look at on a regular basis. *Schoolnet* enables parents to access the latest assessment information on their child to see how their child is progressing. There is a weekly bulletin to update parents on recent and upcoming events and activities such as sports activities. In Seniors, use is made of *Google Classrooms* which enables students (and parents) to access details relating to lessons such as homework and course detail. Parents indicated that they were very happy with the information and methods of communication used.

The school issues two reports per year to all students to give details of their child's academic progress as well as more general comments. In Lower and Upper Prep parents meet with form teachers at least once a year and often more frequently. The school plans to implement Senior parent consultation evenings in the near future to give more opportunities to meet with teachers to discuss progress.

The school website is comprehensive and of high quality and contains the names of the headteacher and chair of governors, address of the school, contact details, the school values and the previous BSO report. There is currently no summary of the academic performance in public examinations for the previous year. Access is given to a range of policies and procedures including complaints, provision for students with Special Educational Needs, admissions, behaviour and exclusions. A lot of these policies are subsumed into the *Reglamento Interno* which is in Spanish, and is available in English on request.

With regards to two-way communication, the school has a Parents' Association which meet regularly with the Headmaster and senior members of staff. Due to the strong community element of the school, there is also good informal two-way communication. The parents spoken to felt that their views were listened to and taken seriously.

The school puts on phonics workshops for parents but some felt that more workshops for parents to help them become more involved in their child's education would be useful.

## 11. Standard 7

### The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

Staff are rightly proud of the relationships that exist throughout the school and should issues of concern arise by parents or pupils, the school has established procedures. These are followed consistently to ensure that complaints are addressed effectively and resolved in a prompt manner.

A written complaints protocol is documented regarding pupil welfare which is explained in the legal document as required by Chilean law (the *Reglamento Interno*) and the staff handbooks. A copy of the former is distributed to the whole community on the school's web page. Parents are required to sign and return the relevant section as proof that they have read the document and agree with its content. The school ensures that all parents have completed this process.

At the start of each academic year, contact details of each key member of staff pertaining to their child are distributed to all parents. The timescales required for an appropriate response from the school are detailed in the *Reglamento Interno* detailing the period allowed for an appropriate response by the school depending upon the type of grievance raised.

The school has a wide range of methods by which to receive complaints - student planner, email, the school app and the *convivencia escolar* online platform. The majority of issues are raised initially with the class or form teacher and then dealt with or escalated as appropriate. The majority of these communications are informal in nature and can therefore be resolved verbally.

Parents talked about the majority of issues being resolved quickly and fairly by the school and always feeling that they can access the relevant member of staff whenever required. Pupils across all parts of the school indicated that they felt happy to talk to their class or form teachers if they were not happy about something. On the rare occasion that they were not, in the Senior School, they are able to seek out peer support representatives who are specially selected and trained pupils who are there to listen, advise and act if required.

For serious issues, the school follows the procedures laid down by Chilean law although this is a very rare occurrence.

Records of emails, interview notes and other appropriate documentation are kept as paper copies in filing cabinets in the office of the head of child protection. These are kept secure at all times, but accessing the relevant information whilst offsite is thus not possible.

## 12. Standard 8 Leadership and management of the school

The leadership and management of the school are good, with some outstanding features.

The board members have an in-depth knowledge of the school and its performance, and support managers well. The board ensures that those in positions of leadership and management have either the prior knowledge and skills, or the ability to acquire these, in order for the school to meet BSO standards.

The school's leaders set high expectations for pupils and staff and have a clear and accurate understanding of the quality of education at the school. They see themselves as custodians of the heritage and traditions of the school. The leadership team is strong and professional, and very ably led by the Headmaster. The leadership team actively promotes a positive school culture and supports professional growth among staff members. The organisation structure at the Grange ensures transparency, accountability, and the involvement of stakeholders in decision-making processes. Regular training and professional development opportunities for leaders to enhance their skills and keep up with emerging trends in education. This includes BSO inspector training, which has been completed by approximately 50 members of staff, including the majority of the senior management team (SMT).

The school board is key in setting the school's mission and vision. The strategic set is very much aligned to the original thinking from 1928. This legacy and the fact that the board is made up of alumni, many of whom are also parents or ex-parents is testament to the central role of the school in The Grange community. However, not having external voices heard on the board is missing an opportunity to both update and embed the ethos and legacy further. The school mission statement can be made to be relevant to the modern world, but only through clever manoeuvring.

The board of governors agree priorities for the school through a strategic plan. The plan has been created through consultation with all sections of the school community; staff, pupils, parents, board and foundation. The needs and direction of the institution are discussed in SMT weekly meetings and in monthly board and committee meetings. The plan signposts the way ahead, and the action plans set in place, along with the oversight of the John Jackson Foundation, ensure actions are linked with priorities. The SMT work with their teams towards the implementation of these priorities.

One example of management responding to the needs of the school has been the development of seven classes in Upper Prep, to cope with the increased transfer of pupil numbers from Lower Prep. Another structural change in response to greater pastoral needs in Senior School has been to assign two tutors to each Form in 7<sup>th</sup> *Básico*, 8<sup>th</sup> *Básico* and 1st *Medio*.



School middle managers create their own annual development plans, evaluating areas of strength and weakness in their department, setting out actions to improve the quality of education and care of pupils.

Each section of the school has a budget dedicated to continuing professional development, and the section leaders are responsible for identifying the needs and growth opportunities for their team members. This illustrated the commitment to supporting the ongoing growth and learning of staff members. There are dedicated INSET days annually, in addition to the working week at the beginning and end of the academic year. These days may be run internally or external professionals may be contracted to lead projects. One of the current whole school professional development priority is inclusion.

The school runs day to day in a very smooth and effective manner: it is well organised and timetables, lesson planning, regular weekly meetings at middle management level take place regularly. There are sensible procedures in place to coordinate assemblies, duties and the booking of joint venues. The management and administrative processes are well organised and efficient. Policies and procedures are documented and accessible to staff and parents in the school website ensuring consistency and compliance. Not all policies are fully up to date, but there is continuous assessment and improvement of administrative processes to ensure and enhance efficiency.