



Inspection report

The Grange School

Santiago

Chile

Date
Inspection

31st August – 6th September 2017
20170831

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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 this report 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.

The inspection was carried in combination with a school review by the Latin American Head Conference (LAHC). For the purpose of the school visit, the frameworks and the workloads were combined and then shared out.

During the inspection visit, the whole of the first day and much of the second and third days were spent in classrooms with the pupils and teachers. All teachers were observed and many learning walks took place during the visit. School documentation and policies were analysed and pupil data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the *Rector*, the heads of school, senior staff, teachers, other school staff, representatives of the board of administration, parents and groups of pupils. The team was in school on five days.

The BSO team was Dr Mark Evans (lead), Paul Bannister and John Cranfield; they worked with the LAHC team, which was Alan Downie (lead), Anita Bjelke, David Bruggers, Natasha Encinas, Nik Farrell, Erica Ferioli, Robert Griffiths, Mariana Hernandez, Janet Lewis, Aisling McConville, Adriana Nogueira and Janet Valdez.

2. Compliance with regulatory requirements

The Grange School, Santiago meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

The Grange School, Santiago is a good school with many outstanding features. It provides a very high quality of education and excellent care. The spiritual, moral, social and cultural development of the students is outstanding. Parents, staff and students are very supportive of the school.

3.1 What the school does well

There are many strengths:

- The strong sense of belonging, pride, loyalty and commitment demonstrated by the school community, which imbue it with an atmosphere of purpose and unity;
- Academic and non-academic standards are very high;
- The provision for pupils' spiritual, moral, social and cultural development is outstanding;
- There is strong, focussed and effective leadership by the *Rector* and his very able senior management team;
- The cohesion and unity of this team, which provides a strong platform for aligning policies and practices across the three sections of the school;
- The joint effort of the school to create a "One Curriculum" model that provides greater coherence and vertical continuity for students, embracing key aspects of the National Curriculum of England whilst still fulfilling Chilean requirements;
- Throughout the school, there are positive and trusting relationships, upon which the provision of education and care are built;
- The commitment and presence of the Board of Governors, which has given momentum and direction to strategic planning and development whilst reinforcing the traditions and unique identity of The Grange
- Policy and practice of health and safety are very strong;
- Parents are very supportive of the school and embrace its British ethos wholeheartedly.

3.2 Points for improvement

Whilst not required by regulation, the school might wish to consider the following points for development:

1. Develop a system for regularly reviewing the mission and vision that gives full ownership of the outcomes to all sectors of the school community;
2. Improve the quality of teaching further so that all is as good as the best, including making the joy of learning a reality in all classrooms by planning learning that awakens pupils' curiosity and enthusiasm, challenges and engages them;
3. Create a common assessment framework for the whole school that is fit for purpose and reflects the school's values, whilst preparing students to meet the challenges of life in the 21st century;
4. Assign a leadership role within learning support to coordinate the deployment of the available staff, with a view to providing the best possible support for all students, through a well-defined departmental structure.

4. The context of the school

Full name of school/college	The Grange School				
Address	6154 Príncipe de Gales Avenue La Reina Santiago 7850179 Chile				
Telephone number	+56 2 2598 1500				
Fax number	+56 2 2226 3060				
Website	www.grange.cl				
Email address	rectoria@grange.cl				
Headmaster of the School	Mr Rachid R Benammar				
Chairman of Board of Governors	Mr Enrique Cibié B.				
Age range	3 to 18 years				
Total number of pupils	2,098	Boys	1,095	Girls	1,003
Numbers by age	0-2 years	0	12-16 years	715	
	3-5 years	171	17-18 years	257	
	6-11 years	955	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 over 400 staff. It was founded in 1928, by John A.S. Jackson, an Anglo-Chilean born in Valparaíso and educated at Cambridge University. 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 and surrounded by the Latin phrase *nunquam non paratus*, translated as "always ready". It is known locally and internationally for its strong sports program in addition to high academic standards.

In 2006, the British newspaper *The Guardian* listed it as one of the best UK-curriculum international schools in the world. It holds membership of the Independent Association of Prep Schools, the Headmasters' and Headmistresses' Conference, the Latin American Heads Conference and the Association of British Schools in Chile.

4.1 British nature of the school

The British nature of The Grange School is evident.

The language of instruction is English. The school is organised according to the structures used in English schools. Classroom management, displays of work and age-related year groups contribute to a British feel of the school.

Out of 400 staff members, 70 are administrative, 270 are full time local teachers and 60 are expatriate teachers. Many are UK trained and qualified.

The school's appearance including classrooms, displays and uniforms mirror those found in UK schools. It is organised according to pastoral structures found in UK schools. The house system is well established with children taking a keen interest in the house points during assemblies, house competitions and sporting activities. There is a student council with elected representatives.

Throughout its history, The Grange has adhered to its Founder's educational philosophy based on developing the potential of every pupil through a commitment to discipline and good manners. This all-rounder concept was and is linked to the renaissance ideal of an integrated, holistic education, with mental, physical, social and moral development being given balance and enhancing individual growth. The spirit of fair play underpins all aspects of life at school and encourages respect for universal values.

This ensures that the Chilean and international parents can be sure that their children could join a school following the British system anywhere worldwide without being disadvantaged.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided at The Grange is outstanding.

5.1 Curriculum

The Grange's "One Curriculum" provides a truly balanced and broad experience for pupils by offering a variety of opportunities within academics, athletics and arts, enabling young people to live up to the school's mission of becoming true all-rounders. Design and technology, sports theory and practice, religion, philosophy and two periods of each creative art subject per week in Primary, as well as a range of options at IGCSE and A-level ensure that students can reach their potential in a number of areas beyond the traditional academic disciplines.

Despite the constraints of the Chilean National Curriculum, the school has tailored a programme that embraces key elements of the English National Curriculum whilst still satisfying the legal requirements of the host country. The offer of IGCSE and A-levels at the top end of the school makes it possible for pupils to apply to UK and international universities if they wish. However, it is more common to see students who have come through The Grange's unique curriculum enjoying commendable success in entering the universities of their choice in Chile.

The total immersion in English in Lower Prep and the emphasis on teaching key subjects in English in the Upper Prep promote an excellent command of English amongst pupils. Most are confident in communicating in either language, with the ability to make a smooth transition between languages when the occasion demands. However, if pupils do struggle with the demands of this rigorous, bilingual curriculum, the school has little in place to support them. Even though a number of staff in Upper Prep mathematics and English lessons work alongside class teachers for a maximum of two hours a week, the onus of differentiating for the needs of up to 25 pupils rests with the teachers.

The lack of adequate learning support means that less able pupils could sometimes be supported more effectively. The support that is available is distributed considering teacher availability rather than pupil needs, meaning that there is no guarantee that all pupils are being given the chance to make as much progress as they should.

5.2 Teaching and assessment

Teaching and assessment are good; some teaching is excellent, but a few lessons are less exciting.

The application of success criteria, lesson objectives and collaborative learning strategies in the better lessons, which supported teaching and learning is good. Teachers use peer and self-assessment in some lessons, encouraging pupils to reflect on their learning. The use of peer observation and team teaching as strategies for modelling and sharing good practice, is excellent, as is the general availability of suitable resources to support learning and teaching.

The challenge of delivering the Chilean content- and skills-based curriculum whilst still fulfilling the Grange's mission of promoting a joy for learning is a very real one. Departments across the school have varying degrees of awareness of the priority needed to be given to improving the ability of teachers to differentiate effectively, although senior management is clear that the implementation of continued professional development to support differentiation in all subject areas is essential.

Though joy of learning is one of the keystones of the Grangonian profile, it was not always observed in lessons. It is evident that pupils love their school and enjoy many aspects of the broad experience The Grange offers them but in some lessons, whilst pupils were compliant, purposeful and often grateful for their teaching, they lacked enthusiasm and engagement.

Where there is enthusiasm and true engagement, it was the result of a more dynamic and demanding student-centred approach. This was present in some language or thinking skills lessons, for example, but in general questioning for understanding that provoked reflection on learning was not observed.

Bringing learning to the forefront of all professional discussions and making whole school reflection a top priority has the potential to raise expectations and nurture a Grangonian growth mindset. The greater collaboration between senior management, middle management and classroom teachers provides opportunities to establish a clear framework of learning and teaching, in order to cultivate excellence and autonomy within the classroom.

The "One Curriculum" was initiated to develop excellence in the quality of teaching and learning, improving the standard of assessment through its application within the classroom, and to establish uniformity across all school sections by implementing vertical and horizontal planning. To support the development of this curriculum, the Senior Management Team has invested significant time and energy in outside bodies to share good practice, identifying strategies and tools for effective and meaningful assessment.

The school currently lacks a common whole school teaching and assessment framework that not only reflects the assessment standards of the Chilean government but also embodies the goals of the mission and vision to better meet the requirements of an all-rounded 21st century student. Achievement records in national testing are of an excellent standard, yet there is an increased awareness that these excellent final results sometimes do not come from traditional teaching practices. The Senior Management Team have asked the question “How do we grow into who we want to be?” in relation to academia and its alignment with the school’s mission and vision. The Grange has a remarkable culture of producing content based achievers, yet the challenge is to develop a mindset which better focuses on the joy of learning through developing a process of understanding and reflection.

The continued professional support amongst colleagues is outstanding and contributes towards a very positive learning environment. However, reflection on teaching and learning was not observed to be a regular part of some departmental meetings. Some departments in the Upper Prep and Senior School are particularly collaborative, sharing the expertise available and making use of peer skills, leading overall towards better teaching and learning in the classroom. However, this is not the case in all subject areas. While the teacher appraisal system provides opportunities for reflection and collaboration between teachers, accountability for implementing this policy is not yet clearly established.

6. *Standard 2* The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of the students is excellent: it is a key strength of the school.

Spiritual development is very good. As part of the development of communication and freedom of worship, pupils have the possibility to choose the study of various religions, such as Catholic, Anglican and Jewish. For students who are not interested in any of the above options, there is the possibility of studying Philosophy.

This decision of the school promotes tolerance and respect for diversity. On the other hand, parents feel that their children develop and exploit to the maximum all their academic and creative abilities, and trust that they will be excellent professionals and good citizens who will contribute positively to society. In this regard, the school offers a range of possibilities for pupils to develop their talents in creative and sports areas, achieving the balance necessary to form full citizens. In that sense, parents state that The Grange has made the right decision by implementing more sports and the possibility to developing the ability of any of the three arts through extracurricular activities.

Moral development is excellent. Pupils feel very comfortable and secure in the Grange community. They know perfectly well the code of conduct of the school; they are aware of how rigorous the system is and do not feel it to be unfair. They demonstrate the respect and admiration they feel for teachers, academic authorities and maintenance staff.

Pupils interviewed recognise in practice the pillars of the school: good manners, fair play, spirit of service, all-rounded. However, it was evidenced in one emergency evacuation that some senior school pupils did not respect the rules as they should, at the time of the drill.

Social development is outstanding. Pupils work hard in the social programs supported by the school. In this way, they become aware of what social responsibility means in practice. It sensitises them as human beings. However, interviews with pupils and ex-pupils show the need to have more opportunities for experiential experiences that favour interpersonal relationships to achieve a real immersion in the social problem of the community. In addition, pupils regret the fact that continuity is lost in the last years of the middle cycle, when the focus is on the preparation of university entrance examinations.

Cultural development is excellent. The Grange School promotes the interaction between pupils, parents and teachers at the pastoral level embedding the values and pillars of the school. The PSHE (Personal Social and Health Education) program is highly structured and focuses not only on the pupil's emotional well-being but also on the development of their skills and focuses on the training of all-rounder citizens.

It also aims to fulfil the mission of the school: "We want to form young people who will be useful to the country and are trustworthy". Each pupil's portfolios are confidential and

recorded physically; the school does not have a virtual platform to store it on. It is also noteworthy that the PSHE team receives trainings on various topics such as anti-bullying, friendship, circle time, among others, as well as strategies that allow better coexistence in the Grange community.

At the same time, the school promotes a general knowledge and understanding of modern British life, including UK attitudes towards tolerance, democracy, respect for freedom of expression and other human rights.

There is a Student Council program composed of pupils who are chosen by their peers and who represent their class. However, they have no voice really. They deal with the organisation of recreational activities, but they have little influence on the important decisions made at school. In informal interviews, pupils express their desire to be heard more through these representatives.

The trips that are organised in different areas of the school, such as the trip to Buenos Aires and Europe 2015 and Boston 2017, serve to get to know other cultural expressions and customs. Through them, reinforced values such as tolerance, respect, empathy and acceptance and teamwork are strengthened. Pupils learn different ways to connect with people of different feelings, thinking and life styles.

7. Standard 3

The welfare, health and safety of the pupils

The welfare, health and safety of the pupils are excellent.

The school has clear and comprehensive written documentation which includes policies for the welfare of pupils and for health and safety. The aim is to safeguard pupils and members of the school community both inside and outside the school and this is achieved in a non-intrusive manner. Parents are made welcome in the school and are often seen watching their children playing sport after school hours or on Saturdays.

Pupils' safety is a priority. Fire extinguishers and hoses are checked regularly. All pupils are required to wear special protective clothing in science laboratories when conducting experiments. Where chemicals are in use fire extinguishers, fire blankets and showers are on hand if required. Emergency evacuations are carried out on a regular basis. Routes for emergency evacuations are well signposted in corridors, but not in classrooms.

The Heads of Pastoral of Lower Prep, Upper Prep and Senior School meet regularly and one of their aims is to reinforce the "one curriculum" approach for pastoral care and PSHE giving the sections continuity in their PSHE planning and the activities, visits and talks they organise. This information is then filtered down to relevant colleagues and enables the pastoral care team to adopt a cohesive approach. Talks are provided for parents before starting sensitive topics (such as the current one on sexuality and gender), thus including an important three-way involvement of school-pupil-parents. Related talks are generally not well attended and a means to improve this has been to replace the evening meetings with mornings ones, after children are dropped off at school. The PSHE programme is well designed but pupils and staff express that tutor time is not used effectively. Notable in pastoral care is the 'Spirit of Service' whereby pupils participate in extensive projects: in the Senior School this is done on an entirely voluntary basis.

The *Comité de Convivencia* meets weekly to look at specific issues with pupils such as cases of bullying. The members state that the committee, which is a fairly new legal requirement, is making progress and doing a better job as they gain more experience. The planned occasional presence of a school lawyer is noteworthy as a preventive measure for the more complicated cases; how to proceed and what and how to communicate to parents may require legal advice. There is genuine concern for the welfare of pupils with problems, and the committee probes each case thoroughly. However, the structure of the process makes it difficult to reach a prompt resolution. For instance, the bullying case that is being considered at present took place a month ago and it is only now that sanctions are being applied, as well as letters sent to the parents of the pupils.

The introduction of a system for pupils to report an issue or a pupil of concern has been fairly well received but has not been used as much as anticipated. Pupils are made aware that "seeking help is not telling on somebody". Nevertheless, there is a pervasive and strong fear of being singled out as a tell-tale. The web link as well as the post boxes are means through which pupils can express their concerns anonymously. However, Year 7 pupils did not seem to know of the existence of the post box system nor the very accessible web link. Pupils still prefer to go to talk to somebody

personally when something concerns them, but the efforts made to offer different ways to express concern are praiseworthy. There are other good ideas which are being developed such as “Friendship stop” whereby pupils who are on their own are befriended.

The school aims to provide healthy and balanced meals for all pupils. A significant number of Upper Prep pupils express dislike for the food and the pastoral coordinators believe this is an age issue and that it is “uncool” to like school food. A way to solve the issue of the younger Upper Prep pupils not eating well has been through a simple change to policy which has made a difference. Their food is now not cut up for them, as happens in Lower Prep, and they may use a knife and fork to cut up their own food. The desire to find creative solutions in a positive way is commendable. Healthy extra options are offered to the Senior School pupils but the plan is that it will not be exclusive to them in the new dining hall.

The campus covers an extensive area and supervision during breaks is challenging but this does not appear to be a problem in general. However, a few instances required a more proactive response. An example was a class which was left unsupervised for the whole lesson and nobody noticed that the teacher did not arrive and unfortunately there is no system in place for such eventualities. A further example was where the teacher arrived eight minutes late explaining that there is no point in starting the lesson on time because the pupils have to come from the other side of the school and cannot make it on time. Nevertheless, they were all there on time. It was noted that several pupils arrived late to other classes but the teachers let it pass, thus implying school rules are not applied with consistent rigour. There is also a loophole in late arrival to school which means that some pupils can go unnoticed. This has been identified as a problem requiring a response.

The new infirmary is a model for schools with its impressive infrastructure, resources and staff. The staff know the pupils well and can apply discernment and empathy in the variety of situations that are presented to them. They keep very good control of information which they share as required. The school places a high priority on pupil welfare, health and safety. Adherence to policies and protocols is manifest and goes beyond legal requirements. The school environment is friendly and welcoming and visitors are quick to appreciate this positive aspect of the school.

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

The pride demonstrated by staff working at The Grange illustrates the high degree of collegiality, cooperation, mutual support and respect for one another, and for the mission of the school. There is a significant and admirable sense of commitment, loyalty and satisfaction amongst the staff: they are proud of the school and they work hard to support it. PE staff for example, often work 12 hour days, six days a week, in school. The Grange staff report that there is a collegial and supportive work environment in which all are valued, respected and free from discrimination or harassment.

Conditions of service such as salary and benefits are positive for both local and expatriate staff, compared to their peers in similar jobs. Contractual rights and obligations, (including salary scales, terms, conditions and benefits) are clearly defined, known, understood and respected, although one of the key legal documents is only available in Spanish. Staff are required to work hard, but there are many opportunities for career growth in the school, and support for any who desire it. Of the 316 staff at the school, the average length of service is over 7 years, and 40 staff have worked at The Grange for over 20 years. Unusually, 47 staff are Old Grangonians: almost 15%.

The teaching staff at The Grange are well qualified and experienced. Of the 273 teachers, 56 are expatriate, from countries such as the Argentina, India, the United Kingdom and the United States of America. All have sound subject knowledge and most express a desire to continue to develop and improve their skills further. The administrative and support team at The Grange are also very well qualified and enthusiastic: they too are passionate supporters of the school.

The Board ensure that the school takes appropriate steps to make certain that all members of staff, including themselves, are suitable to work with children. Applications are sought from newspaper advertisements in the UK and locally, and via the school's website. Recruitment, retention and promotion procedures are transparent and fair. There is a clear desire to recruit in line with The Grange mission and vision.

Newly recruited staff members are given a series of phone and/or skype interviews, culminating in an online psychological assessment by an external organisation. The Head of HR and the Head of Organisational Development coordinate their teams successfully and make sure that children are safe. Prior to the confirmation of the appointment of all staff (including volunteers), appropriate checks have been carried out to confirm their identity, medical fitness, right to work in the host country, previous employment history, character references and, where appropriate, qualifications and professional references and such information has been taken into account in determining whether their appointment will be confirmed.

Appropriate checks on suitability to work with children, including a British enhanced criminal record check where applicable, are made by the HR department on behalf of the Foundation and the Board. These are made in respect of any member of staff appointed to a position at The Grange before, or as soon as was practicable after his/her appointment. This includes checks in Chile and any overseas countries where the person may have lived such as obtaining certificates of good

conduct from the relevant embassies or police forces, so far as is possible. The school's practice of reviewing the Chilean police clearance certificate every six months is excellent practice.

There is no evidence that any member of staff or volunteer carries out work, or intends to carry out work, at the school in contravention of any local, overseas or British disqualification, prohibition or restriction. The HR team takes all reasonable steps, within the context of local Chilean requirements, to ensure that no person supplied by a business to the school begins work unless HR department has received written confirmation that checks have been carried out in respect of the person's identity, right to work in the host country, qualifications, and suitability to work with children.

The induction programme for new staff preserves and upholds the traditions of the school, whilst still communicating the desire to embrace the future of the twenty-first century. New and experienced staff alike are clear about the values and the mission of the school.

The staff have access to the resources that they require to carry out their work. The Head of HR and the Head of Organisation Development ensure that those working at The Grange have both the physical environment and the support they need to carry out their duties to a high standard.

The new appraisal system includes all staff. Developed and introduced last year, it is an impressively detailed approach to professional staff development. The all-inclusive process covers many aspects of people's work, including corporate competencies such as commitment to the school, and technical competencies such as professional knowledge and planning. As it is only a year old, the impact cannot be accurately measured as yet, but it is an impressive and worthwhile development. The links between continuous professional development and the school development plan have been underdeveloped up to this time. The data from the appraisal system, once sufficient to be valid, will present an opportunity to change this. Currently, the professional development programme does contemplate school development priorities, but is more likely to be driven by the individual needs of all staff members.

The school keeps and made available to inspectors, a comprehensive list of all staff and volunteers who currently work in the school, or who have worked in the school, showing the dates when they commenced and ceased working in the school. It also keeps and made available for inspectors, records of all checks completed in respect of staff and volunteers who currently work at the school or who have worked recently at the school.

9. *Standard 5* The premises and accommodation

The Grange School campus presents an attractive and welcoming environment. The oldest buildings comprising much of the Senior School and Upper Prep Section, whilst generally well maintained, are beginning to show their age. The school benefits from a recently purpose built Lower Prep Section.

The buildings and spaces are generally treated with respect by the school community. They are well-used and effectively support curriculum delivery in addition to making a highly positive contribution to pupils' personal development, behaviour and welfare.

The school buildings are fully compliant with building regulations with the exception of access for pupils with impaired mobility. Whilst the school has installed ramps on new buildings, this is still work in progress for older parts of the school. There are no lifts. Parents identified car parking within the site as an area of concern.

The Lower Prep Section is located in a purpose built building which enhances pupils' learning. The classrooms of the youngest pupils provide access to an outside play area and a separate toilet facility, negating the need to wander. Every two classrooms share a support room which provides a valuable additional learning space. All classrooms in the Lower Prep section are well-resourced, including the addition of an interactive whiteboard. Furniture is age appropriate. Classrooms are light, bright and airy providing a pleasing learning environment. The quality of display, both pupil and commercial, in classrooms and corridors enhances the learning environment. Pupils' learning experiences are enhanced with the provision of well-equipped specialised music rooms, art room, library, IT room and mini-gym. In addition pupils have access to the whole school swimming pool and sports pitches. The quad area is an attractive space for play and socialising. Senior staff offices and a staff workroom effectively support lesson preparation and management.

Whilst the Upper Prep Section is housed in older buildings, effective maintenance ensures that most classrooms, though looking rather dated, remain fit for purpose. All classrooms are well resourced with the addition of an interactive whiteboard. Classrooms benefit from plentiful natural light. The size of chairs and tables are the same in every class. Whilst they are appropriate for the oldest pupils, many of the youngest sit on cushions or tuck one leg under another. Pupils' learning experiences are enhanced with the provision of specialist science, design and technology, drama, IT, music and library provision. In addition pupils have access to whole school facilities. There is no shade in the quad to protect pupils from the summer sun. Heads of department and heads of year have a departmental office or designated office space to house appropriate documentation. The staffroom provides a suitable space for socialising and work preparation.

The Senior School is housed in the oldest buildings. Whilst classrooms and corridors are generally kept clean, the decor including classroom furniture is beginning to look dated. The corridors, containing pupil lockers, become very busy at change of lessons and appear to be at maximum flow capacity. Heads of department have an office for the safe and efficient storage of books, materials

and exam papers and a meeting area for teachers in that department. The provision of interactive whiteboards in most classrooms has the potential to enhance teaching and learning.

The combined Upper Prep Section and Senior School dining area is functional. New “state of the art” dining facilities are currently under construction. The nurse consults with the catering manager to ensure meals are healthy and in addition meet the needs of pupils with special requirements. The Lower Prep Section has its own dining facility. It is well planned and provides an environment in which the youngest pupils effectively learn healthy eating habits and orderly behaviour

One of the four central pillars of the “Grangonian Profile” is a commitment to the arts. Pupils benefit from access to purpose built music, and art and drama facilities, the latter making use of a mini amphitheatre and the Jean Jackson hall for practice and performances. Pupils have access to 6 well-resourced science rooms, 8 music practice rooms and two rooms for choir. The main music teaching rooms are well-equipped with a large number and range of musical instruments. Over 250 pupils are presently learning a musical instrument. A well-resourced and well-used library effectively supports learning. Another central pillar of the “Grangonian Profile” is a commitment to Sport. All pupils benefit from the provision of two full sized hockey pitches, including one with artificial turf, and four full sized rugby pitches.

Whilst the school infrastructure is generally well maintained, loose rubber on Upper Prep stairs, cracking external plaster, furniture with fading varnish, dust and a dirty sink in a classroom, loose paving slabs and drain covers, give an impression of a lack of care. This is compounded by abandoned school bags and litter.

Whilst there are sufficient washrooms to meet the needs of pupils across the school, many have seen better days. Although cleaned during the day on a regular basis, consumables are not always replaced. Provision for first aid is outstanding across the school.

The school has recognised the need to constantly upgrade its facilities. Plans have been drawn up to build a multimedia centre and new changing rooms to name but two. Parents expressed strong satisfaction with the premises and accommodation. They were particularly impressed with on-going improvements to the school premises and facilities.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is excellent.

It is evident that the Grange School holds a special place in the hearts of members of the Board, the staff, parents and pupils, both former and present. Former pupils return to the school to work as teachers or simply to seek advice about their university course, for example. Similarly, present pupils speak of their pride in the school, of their gratitude for the opportunity to attend the school and the strong sense of community within the school on a day to day basis. The history of the school, and its traditions, have become increasingly strongly revered over the last few years within the school and there is an established and passionate Old Grangonian network for ex-pupils of all ages.

The strong sense of community is echoed by parents and staff and there are multiple opportunities throughout the year for members of The Grange community to be involved in the school. Saturday sports events are significant for a large proportion of the community and bring staff, pupils and families together in the spirit of fair play. Other occasions include recognition of significant events in the school's history, such as Founder's Day and the annual steeplechase and international events such as Remembrance Day. Evidence provided indicates that attendance at these events is high.

There are a large number of curriculum related events that parents and families are welcome to attend across all year levels. Drama productions, music events and art exhibitions are just a sample, and all are well attended. In a recent Year 3 leadership morning, (a combined project of English, Maths, Spanish, ADT, Humanities and Music) grandparents were invited into school, some of whom travelled from abroad and a number who are old Grangonians. Levels of attendance were high, with all children having multiple family members present. The Kinder show was equally well-attended with a full auditorium enjoying the pupils' performance.

Upper Prep classes hold Pupil Learning Conferences annually and all year levels conduct parent and teacher consultations. Evidence again shows high levels of attendance and pupils and parents feel that these are excellent events.

There is obvious impact from the Spirit of Service element of the Grange mission. Classes at almost every year level throughout the school are given a charity focus agreed between the class parent representative and the class teacher which provides the pupils with opportunities to link with the wider community. Examples of this are the visits to an elderly person care home, an orphanage and *Puelmapu*, a local school, all of which the Grange supports.

As well as raising funds via the parental body, the school provides other resources such as cleaning products for the elderly person care home and teaching expertise and leadership support from within its own staff for *Puelmapu*. Staff and pupils are proud of these relationships and the impact they have had; pupils talk passionately of the difference they can make to others. The visits the children have made to these organisations are clearly highly memorable experiences as they are able to recall specific details and emotions. At present most of these visits occur in Lower and Upper

Prep and there is an awareness within the school leadership team that opportunities to work directly with the charities, as opposed to sending money or items, require improvement. Links within The Grange parent body are effectively used to enhance the curriculum experiences at *Puelmapu* through provision of educational visits to local industries linked to the parents.

Recent evidence of the lifelong impact of the Spirit of Service element is illustrated by a group of Old Grangonians who recruited volunteer former pupils to assist in the extinguishing of fires in Chile earlier this year. This clearly shows the selfless attitudes that the Spirit of Service element creates within the pupils of The Grange.

Evidence from discussions with pupils, parents and staff indicates high levels of satisfaction with the levels of access to the school and its staff. Parents speak positively of the ease of access to the class teachers and some pupils, including former pupils, point out the meetings they have with leaders at different levels to discuss aspects of the school. For example, ex-Head Boys and Girls and Prefects indicate that they had a genuine input into decisions made about the school. However, the authenticity and influence of the voice of the School Council across the school is an area for development.

Pupils are surveyed annually for their views on various aspects of the school. Results of these surveys show consistently high levels of satisfaction with a slight decline in the 4th *Medio*. Work is in progress to further analyse this issue and remedy the situation, and development priorities across the school are identified from the survey's results. Discussions with pupils indicate that a small number of well-known issues, such as Upper Prep canteen food and toilets, are showing little sign of being resolved and some pupils expressed frustration that they felt their voice wasn't being heard.

When parents were asked about their views being taken into consideration when planning the direction of the school, there was a mixed response, indicating a challenge that the school faces. Some parents felt that their views could be better considered and discussion could be increased, for example regarding recent uniform changes, and others felt that the school should make decisions without consulting parents as they trust the school to maintain the direction that they subscribed to. This is something for the school to consider as it develops its 21st Century provision. A strength of the system of communication in the school is the role of the parent representative (*delegado*) at both class and year level. Parents felt that the parent association (APA) representatives are held in high enough regard by the school to be able to resolve issues on their behalf. Year level APA representatives meet regularly with members of SMT to communicate information from the parents to SMT and also from SMT to parents. This is an excellent two-way channel for communication. They coordinate the fundraising across the school, both for scheduled events and in response to emergencies within Chile. Feedback indicates that parents are happy to support these numerous requests for funding. The school has added an option to the school fees invoice where parents can make a direct, charitable donation to support *Puelmapu*.

11. Standard 7

The school's procedure for handling complaints

The Grange has a clear policy that establishes a procedure for dealing with concerns and complaints relating to any provision of facilities or services provided. It is transparent, open and effective. It has due regard to local regulatory requirements and circumstances. There are clear avenues for parents to express concern over any issue and these are outlined in the handbook for parents. They aim to ensure any concerns are dealt with honestly, politely and in confidence. The procedure confirms that all concerns and complaints are looked into thoroughly, fairly and in a timely manner.

The school has a policy (*Reglamento Interno 2017*) for dealing with complaints raised by parents. This policy meets local regulation requirements and is available to parents via the school website. There is a clear timeline for anyone wishing to appeal the decisions made by the school. Email evidence provided by the school and discussions with parents indicate that the school responds promptly. Details are provided for the *Superintendencia de Educación* should parents feel that this is an appropriate recourse for further action.

Feedback from discussions with parents indicates that there is effective clarity with respect to the informal process for resolving complaints. Parents feel that they could easily discuss issues with the class teacher, particularly via email or face to face, and most of them feel that appropriate access to members of the leadership team is available if required. The majority of parents feel that the arrangements for resolving complaints at an informal level, including conversations with staff on the sports field, are effective and easy. There is some lack of awareness of the more formal methods for resolving complaints, mainly because they are rarely used. The informal nature of most complaints means that there is limited evidence of record keeping.

12. Standard 8

The quality of provision for boarding

Not applicable.

13. *Standard 9* Leadership and management of the school

Leadership and management are good: the vision and direction provided by the Rector and the senior leadership team are excellent.

The governance and management structure of The Grange School is ideally suited to the needs of an educational community that values both tradition and innovation. The relationship between the John Jackson Foundation, the Board of Governors and the Senior Management Team, articulated through a number of proactive and effective committees, provides the essential checks and balances that allow the school to grow and develop in response to the changing demands of a globalised society without losing sight of the founding principles of the school, which underpin the strong sense of unity and identity within the Grange community.

The Board of Governors and the Senior Management Team have very successfully ensured that not only is the mission and vision of the school known by all members of the community but also that it is lived and breathed on a daily basis. The governors have a very real presence in the community, cognisant of their responsibilities without intruding into areas that are not within their remit. They are extremely well-informed and enjoy a close and open relationship with the Rector and his team, providing valuable support and guidance. At the same time, they respect the autonomy and authority of the educational leadership team in getting on with the job of running the school. The existence of committees that include members of the Board, the Senior Management Team and the school staff, together with specialists and experts as necessary, provide a critical link between the Board and management of the school. This allows detailed discussion and analysis of complex issues to take place before decisions are taken.

In addition to the work done to revitalise the identity and mission of the school, the Board of Governors, ably supported by the management and administration of the school, has created the conditions and the stability to enable an ambitious building plan to be carried out without affecting the resourcing and staffing required to sustain the quality of education offered by the school. This achievement has laid a very solid foundation for addressing the educational programme of the school and making this the priority in the next stage of strategic development.

The reorganisation of the leadership team and their regular meetings have ensured that there is alignment between sections of the school and a unified vision of where the school is headed. Clear messages are communicated to the staff, the parents and the pupils and there is consistency in decision making. Roles and responsibilities are clear and the school operates efficiently and effectively, thanks to clear channels of internal communication.

The school has invested tremendous effort in creating, revising and updating a wide range of policies and procedures, in response both to legal requirements and to the needs of the community. These are, on the whole, readily accessible and well-known. They cover a range of very important issues related to the welfare and safety of pupils and professional conduct, to name just two. However, there is a lack of clear guidance for teachers on learning and teaching at a whole school level to support the recently introduced appraisal system. Whilst reading the appraisal

documents gives an implicit insight into what the school expects from teachers in the classroom, supporting documents that spell out more explicitly the learning and teaching policy of the school were not found by the review team.

Although there are development plans at every level of the school, they are not linked to an overarching continuous school improvement process, neither are they uniform in format and approach, resulting in a somewhat fragmented approach to school improvement.