

Knowl Hill School

School Lane, Pirbright, Woking, Surrey, GU24 0JN

Inspection dates

15 July 2014

Context of the inspection

This inspection was undertaken at the request of the registration authority for independent schools in order to monitor the progress the school has made in implementing its action plan. The school was last inspected in January 2014. At that time, the management of pupils' welfare, health and safety was judged as inadequate. The school's provision for the overall development of pupils' spiritual, moral, social and cultural development was also inadequate. An action plan was submitted by the headteacher and evaluated as satisfactory in April 2014. This is the first monitoring inspection since the inspection in January 2014

Summary of the progress made in implementing the action plan

Good progress

Spiritual, moral, social and cultural development of pupils

The inspection of January 2014 found that policies designed to develop pupils' self-knowledge, self-esteem and self-confidence were ineffective. This is no longer the case. In their action plan, leaders undertook to revise the overall policy for pupils' spiritual, moral social and cultural development, and to ensure that the new policy is reflected in teaching across all subjects, and in assemblies and tutor periods. Evidence from lesson plans, and conversations with teachers and pupils, reflect teachers' awareness and understanding of this requirement. The school's new approach is being implemented effectively. The regulation is now met.

At the time of the last inspection, policies to ensure that pupils can distinguish right from wrong, and respect the civil and criminal law, were ineffective. In accordance with leaders' action plan, this has been appropriately addressed and the regulation is now met. A new behaviour policy, the RESPECT charter, has been drawn up. Evidence from meetings with pupils and staff reflect their knowledge of, and adherence to, the policy. Schemes of work across all subjects and assemblies have been adjusted to ensure sufficient emphasis on, and understanding of, civil and criminal law.

The last inspection reported that the behaviour policy did not identify how leaders would encourage pupils to accept responsibility for their behaviour or show initiative. Equally, the policy for pupils' spiritual, moral, social and cultural development did not give evidence of how leaders would provide opportunities for pupils to contribute to the lives of those living and working in the locality, or more widely. In accordance with the action plan, both aspects have now been appropriately addressed and the regulation is met. Pupils are fully conversant with the new behaviour policy. Opportunities for pupils to understand and contribute to the local community, and to make wider connections, are clearly detailed in the revised policy.

The last inspection found leaders' promotion of respect for pupils' own and other cultures, and the promotion of tolerance and harmony between different cultural traditions, to be ineffective. Equally, their promotion of respect for the fundamental British values of democracy, the rule of law, liberty, and mutual respect and tolerance of those with different faiths was inadequate. This is no longer the case. In their action plan, leaders undertook to revise their schemes of work, so that these aspects would be reflected in teaching across all subjects, assemblies and tutor periods. Pupils are provided with appropriate opportunities to listen to others' perspectives through assemblies and across subjects. First-hand experiences of democratic processes are available to pupils through the school council, which provides voting rights to all pupils, and delegates roles and responsibilities. These regulations are now met.

Welfare, health and safety of pupils

At the time of the emergency inspection, staff understanding of how to deal with child protection issues was inconsistent. This is no longer the case. In line with their action plan, leaders have trained all staff, and revised and published the policy so that procedures are clear to all. The policy meets statutory requirements. Staff members now understand the policy, what needs to happen and who should be involved. The regulation is now met.

The last inspection judged the behaviour policy to be ineffective. Leaders undertook to rewrite the policy, and clarify the sanctions and rewards. This regulation is now met. Leaders have implemented an appropriate policy with clear sanctions and rewards. Pupils, parents and carers, and staff know it, and have signed their commitment to it.

The anti-bullying policy was found to be ineffective during the last inspection. This is no longer the case. In accordance with the action plan, leaders have revised the policy, and the regulation has now been met. Leaders monitor and analyse behaviour incidents and bullying incidents are logged. Pupils are fully conversant with the types of bullying that can occur, and say that these incidents are now infrequent, and if incidents arise, they are appropriately addressed.

At the time of the last inspection, although overall risk assessments for health and safety, and those related to fire hazards and outside visits, were adequate, some areas of the school presented risks because they were too untidy. This is no longer the case. Leaders undertook to review the policy and monitor its implementation. During my visit, no hazards resulting from untidiness were seen. Evidence from meetings with directors and staff members attests to the regular monitoring of this policy. This regulation is now met.

Written procedures concerning first aid responsibilities and emergency calls were judged inadequate in the last inspection but this is no longer the case. The policy has been revised and published. Staff members know its contents. Clear guidance details exactly what needs to happen, including in the case of dealing with body fluids and blood. The regulation is now met.

At the time of the last inspection, the deployment of staff to ensure the proper supervision of pupils at lesson changeovers and break times was inadequate. Leaders undertook to draw up a new rota with immediate effect, and ensure the presence of adults at all changeover and break times. Pupils with whom I spoke confirmed the routine availability of staff during these times. The regulation is now met.

The school has made good progress and now meets all regulatory requirements

Inspection team

Lesley Farmer, Lead inspector

Her Majesty's Inspector

Information about this school

- Knowl Hill School, in Pirbright, Surrey, is an independent day special school.
- It was founded in 1984 to accept up to 67 boys and girls with specific learning difficulties, principally dyslexia. Pupils may also have dyspraxia, attention deficits or autism, for example Asperger's syndrome.
- The school is registered to admit pupils aged from seven to 16. There are currently 59 pupils on roll aged from 9 to 16.
- There are 54 pupils who have a statement of special educational needs.

School details

Unique reference number	125436
Inspection number	446406
DfE registration number	936/6554
<p>This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005.</p>	
Type of school	Special School
School status	Independent School
Age range of pupils	7–16
Gender of pupils	Mixed
Number of pupils on the school roll	59
Number of part time pupils	0
Proprietor	Knowl Hill Foundation
Chair	Norma Todd
Headteacher	Dr R S Bailey
Date of previous school inspection	30 January 2014
Annual fees (day pupils)	£5,263
Telephone number	01483 797032
Email address	Info@knowlhill.org.uk

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