



**Progress Monitoring Inspection Report**

**Box Hill School**

**May 2024**

## School's details

<b>School name</b>	Box Hill School		
<b>DfE number</b>	936/6259		
<b>Registered charity number</b>	312082		
<b>Address</b>	Box Hill School London Road Mickleham Surrey RH5 6EA		
<b>Telephone number</b>	01372 373382		
<b>Email address</b>	hmpa@boxhillschool.com		
<b>Headmistress</b>	Ms Hayley Robinson		
<b>Chair of governors</b>	Mr Trevor Johnson		
<b>Proprietor</b>	Box Hill School Trust Limited		
<b>Age Range</b>	11 to 18		
<b>Number of pupils on roll</b>	398		
	<b>Day pupils</b>	258	<b>Boarders</b> 140
	<b>Years 7 to 11</b>	302	<b>Sixth Form</b> 96
<b>Date of inspection</b>	23 May 2024		

## 1. Introduction

### Characteristics of the school

- 1.1 Box Hill School is an independent co-educational day and boarding school situated in the village of Mickleham near Dorking, Surrey. It is a charitable trust with a board of governors. Founded in 1958, the school was a founding member of Round Square, an organisation devoted to the educational philosophy of Kurt Hahn. It comprises a senior department and sixth form. The school has an international study centre which supports overseas pupils in readiness for the sixth form. Since the previous inspection, the school has a new headteacher who was appointed as acting head in January 2024 and substantive head in April 2024. The school has identified 137 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan. English is an additional language for 130 pupils. The school's previous inspection was a routine inspection in November 2023.

### Purpose of the inspection

- 1.2 This was an unannounced progress monitoring inspection at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the routine inspection on 28 to 30 November 2023. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the National Minimum Standards for Boarding 2022.

Regulations which were the focus of the inspection	Team judgements
Part 3, paragraphs 9 and 10 (behaviour and bullying); NMS 15 and 16	<b>Met</b>
Part 3, paragraph 14 (supervision of pupils)	<b>Met</b>
Part 8, paragraph 34 (quality of leadership and management)	<b>Met</b>

## 2. Inspection findings

### **Welfare, health and safety of pupils – behaviour and bullying [ISSR Part 3, paragraphs 9 and 10; NMS 15 and 16]**

- 2.1 The school meets the standards.
- 2.2 There is a strong consensus amongst governors, leaders, staff and pupils that standards of behaviour have improved considerably since the previous inspection in November 2023. Incidents of bullying are much less frequent than before. This is confirmed by records of behaviour and bullying incidents.
- 2.3 This has arisen because of a determined drive for improvement by school leaders. They have taken effective steps to ensure that staff exercise vigilance and implement the school's behaviour and anti-bullying policies consistently. Both the behaviour and anti-bullying policies were revised shortly after the previous inspection. Training was provided for staff at the start of both the spring and summer terms in how to implement the policies. Staff have welcomed this. They now see that establishing good behaviour as the norm is not just the responsibility of the senior leadership team, but their responsibility as well. They feel more confident in dealing with issues because they feel supported by the school's leaders.
- 2.4 A key element in these improvements has been training staff how to use the electronic system for recording concerns about individual pupils. This had only just been introduced at the time of the previous inspection. Staff now know how to use the system and are using it consistently and confidently. The system provides senior leaders and house staff with the information they need to identify any general trends in behaviour or issues concerning individual pupils. They now address these before they escalate.
- 2.5 Pupils have been made aware of the standards expected of them through effective personal, social and health education (PSHE) lessons, tutorial times and assemblies. These activities emphasise the importance of kindness in pupils' daily interactions with each other. Pupils have experienced workshops, further assemblies, lessons and projects as part of an anti-bullying campaign. Pupils have responded positively to all these initiatives. Common expectations established for the start and end of each lesson have led to a calmer atmosphere throughout the school. Other initiatives, such as giving pupils the opportunity to purchase a snack at morning break, have also had a positive impact on behaviour.
- 2.6 Inspectors observed positive and respectful relationships amongst the pupils and towards the staff. There is now a calm and friendly atmosphere throughout the school at break and lunchtime and in the dining hall. Although pupils acknowledge, and behaviour records show, that there are still pockets of poor behaviour and isolated acts of unkindness, the incidence of poor behaviour and bullying is markedly lower than at the time of the previous inspection.

### **Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]**

- 2.7 The school meets the standard.
- 2.8 Leaders, staff and pupils say that the supervision of pupils during the school day has improved since the previous inspection. No concerns were expressed in the previous inspection about supervision in boarding. A detailed rota makes clear which staff are responsible for supervising pupils in which areas of the school. Staff are vigilant when on duty and now have an effective mechanism for recording any incidents of poor behaviour. Members of the senior leadership team maintain general oversight effectively to ensure that staff are indeed carrying out their duties. The relationship between pupils and staff on duty is positive.

**Quality of leadership and management [ISSR Part 8, paragraph 34]**

- 2.9 The school meets the standard.
- 2.10 Since the previous inspection, governors have taken decisive action in appointing a new headteacher. The senior leadership team has been strengthened with new appointments. The action plan which was drawn up to deal with the action points identified at the previous inspection has been implemented effectively and fully.
- 2.11 Leaders have taken decisive action to improve the culture of the school, and this has had a positive impact. Through training and making their expectations clear, they have empowered staff who now take greater accountability for pupils' behaviour.
- 2.12 Governors have ensured that those with leadership and management responsibilities demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently and actively promote the wellbeing of pupils.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools 2022, and no further action is required as a result of this inspection.

## **4. Summary of evidence**

- 4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with a group of governors. They visited different areas of the school and talked with groups of pupils. They scrutinised a range of documentation, records and policies.