

# Inspection of Papillon House

Pebble Close, Tadworth, Surrey KT20 7PA

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Inspection dates: 29 November to 1 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding
Does the school meet the independent school standards?	<b>Yes</b>

## **What is it like to attend this school?**

Pupils at Papillon House are exceptionally well looked after by staff who know and understand how to meet their needs. Pupils recognise that the adults who work with them adapt learning if required, but always maintain high expectations of them to engage and participate. Pupils benefit from the impressive emphasis on personal development at this school. They learn to be increasingly confident and independent during their time here.

Pupils describe their school as a happy place and this is evident in the positive way they interact with their teachers and peers. Pupils rightly feel very safe here. Bullying is extremely rare. Any incidents of unkindness are addressed quickly and appropriately. Pupils are taught about how to manage their emotions and build respectful relationships with others. This work is highly effective.

Parents and carers appreciate the way that leaders work closely with them and communicate regularly. Leaders have an expression that 'when a pupil comes to the school the family comes too.' One parent encapsulated this when they told us, 'The school are always happy to help and support. It feels like home, with hugs, smiles and respect on every step.'

## **What does the school do well and what does it need to do better?**

Leaders have succeeded in their aim of creating a learning environment where all pupils experience success. They recognise that this looks different for everyone. Leaders think carefully about pupils' individual needs when making decisions about the kind of curriculum and therapeutic input which is right for them. They rightly place an emphasis on personal development and communication skills for all pupils because they know that these areas make the greatest difference to their lives.

Pupils enjoy coming to school and attendance is high. Leaders communicate quickly when pupils are absent. They go above and beyond what can reasonably be expected in order to support parents and get pupils into school.

Leaders have ensured that all adults working at the school have a precise understanding of pupils' individual needs. In addition, they provide extensive training so that staff are highly knowledgeable about special education needs and/or disabilities (SEND), particularly autism spectrum disorder. Within each class, therapists, teaching assistants and teachers work together as a team of experts to meet the individual needs of each pupil. They recognise quickly when a pupil requires additional support and adapt as needed. It is a particular strength of the school that teaching and therapy are woven together skilfully. Leaders are highly strategic in the way they deploy and adapt this support by continually reviewing the plans in place for each pupil.

Pupils learn well in a range of academic subjects because of teachers' highly personalised approach. Leaders and teachers work together to break the information in pupils' education, health and care plans into short-term goals. Teachers assess pupils regularly and use this information to review learning goals and shape what they teach next. Although this individual approach is a strength, there is some variability in how well lesson activities chosen by teachers contribute towards learning in academic subjects. Leaders have successfully expanded the range of accreditations which older pupils work towards so that there is something appropriate for everyone. They have recently introduced a new approach to teaching reading in the school and pupils are learning to read well as a result.

Pupils are strongly encouraged to participate in an extensive range of extra-curricular activities provided by the school. Uptake is very high. Pupils vote for the lunchtime clubs they would like to see running each term. Leaders respond to pupils' preferences and carefully design activities which encourage them to interact with each other socially. Activities include dance, construction, and remote-control car clubs.

Pupils' learning in personal, social, health and economic (PSHE) education is an important part of the school's curriculum and something they do exceptionally well. The PSHE curriculum is very well planned to cover what all pupils need to know while adapting to individual needs. Where necessary, specific approaches such as social stories are used to help teach topics which some pupils find challenging. In addition to the PSHE that pupils study in school, leaders organise visits to places in the local community where pupils develop and practise important life skills. Leaders work closely with pupils' families to plan these visits to make sure they are meaningful. For many pupils, these visits are life changing because they are designed to help pupils overcome significant barriers such as going out for a meal in a restaurant or visiting a supermarket. Pupils also receive tailored advice about careers and next steps, including opportunities to visit colleges and find out about vocational routes.

Leaders at this school place pupils' needs at the heart of their decision-making. They combine this with a sharp understanding of their responsibilities in running a school. The leadership team and the proprietor work closely together to ensure that the school continues to meet the independent school standards. This includes ensuring that the school publishes an appropriate accessibility plan. Leaders recognise that their staff play a key role in the school's success. Staff appreciate the value that leaders place on well-being, workload and professional development.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at this school. As a result of regular training, staff understand how to identify and report safeguarding concerns. They do so readily. Staff understand and take into account the additional vulnerability of

pupils with SEND in this aspect of their work. Leaders respond quickly and appropriately to any concerns raised. They perform the required checks on new staff. In addition, there is a strong focus in the school's curriculum on pupils' learning to keep themselves safe. Leaders ensure that a current and suitable safeguarding policy is published on the school's website.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- Some of the recent improvements leaders have made to the formal academic curriculum, including reading and mathematics, are not yet fully embedded. Sometimes, the activities chosen by teachers in these subjects do not contribute as strongly as they could to pupils' learning of the intended curriculum. Leaders should continue with their plans to provide additional training and resources to support teachers and help to ensure that pupils learn consistently well in all subjects.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## School details

<b>Unique reference number</b>	135407
<b>DfE registration number</b>	936/6590
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10243537
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	5 to 19
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	44
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	Gillian Hutton
<b>Headteacher</b>	Katie Lonnborg
<b>Annual fees (day pupils)</b>	£56,370 to £66,810
<b>Telephone number</b>	01372 363663
<b>Website</b>	<a href="http://www.papillonhouseschool.co.uk">www.papillonhouseschool.co.uk</a>
<b>Email address</b>	<a href="mailto:admin@papillonhouseschool.co.uk">admin@papillonhouseschool.co.uk</a>
<b>Date of previous inspection</b>	26 to 28 June 2018

## Information about this school

- Papillon House is an independent special school in Surrey. The school takes pupils from three local authorities.
- All pupils at the school have an education, health and care plan where the primary diagnosis is autism spectrum disorder. Most pupils also have associated social and communication difficulties.
- The headteacher was appointed substantively in September 2022. She was previously the acting headteacher.
- The school does not currently use any alternative provision.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with a range of leaders, including the school's proprietor, headteacher, deputy headteacher and other senior staff to discuss their areas of responsibility.
- Inspectors carried out deep dives in these subjects: communication, mathematics, personal development and physical development. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors looked at the teaching of early reading as part of the deep dive into communication.
- Inspectors carried out other activities to check that the school meets the independent school standards. These include a check of the school premises on each site and specific checks of the school's policies and website.
- Inspectors judged the effectiveness of safeguarding by meeting with leaders, discussing records of concerns and speaking with pupils and staff about this aspect of the school's work.
- Inspectors considered responses to the staff surveys as well as responses to Ofsted's Parent View. Inspectors spoke to pupils throughout the inspection, including through the subject deep dives. There was a member of school staff

present when inspectors spoke with pupils. This did not have an impact on the quality or impartiality of evidence gathered.

- Inspectors did not make a separate judgement about either early years or sixth form because of the very small number of pupils in each of these phases.

### **Inspection team**

Chris Ellison, lead inspector

His Majesty's Inspector

Alan Johnson

Ofsted Inspector

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