

Jasmine House School

34 Ilkeston Road, Heanor, Derbyshire DE75 7DT

Inspection date

23 May 2018

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c)

- The curriculum is broad and balanced with a focus on the core skills of literacy and numeracy. Teachers aim to develop pupils' learning and thinking skills so that pupils are well prepared for economic participation in society. Pupils will study a range of subjects including English, mathematics, science, art, music, computing, history, geography and physical education. Pupils will have the opportunity to participate in a range of sports at a local leisure centre, including swimming.
- There are schemes of work in place for key stages 3, 4 and 5. The school is using schemes that are closely linked to the national curriculum. Pupils will have the opportunity to study for GCSEs. Leaders plan to ensure that teachers have the subject knowledge to teach the national curriculum. They have purchased schemes that will enable pupils to achieve vocational qualifications and develop their personal and independent living skills. The schemes will support the development of pupils' speaking, listening, literacy and numeracy skills well. Leaders plan to enrol the pupils at the local library to enable them to have access to a wide range of reading material. Lesson plans take into account the pupils' prior attainment and enable the teachers to pitch lessons at the appropriate level.
- The school will use the outcomes in the pupils' education, health and care plans to plan lessons to meet pupils' needs. Teachers will regularly assess pupils' progress and this will be monitored by senior leaders.
- The school has a comprehensive scheme of work to teach fundamental British values. Pupils will be taught about the rule of law through visits from police community support officers, understanding the need for criminal law and visits to the local court in Derby. Pupils will be taught about mutual respect through observing Remembrance Day and being peer mentors to support other pupils at the school.

Paragraph 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(ii), 2(2)(e)(iii)

- Leaders plan to teach personal, social, health and economic education to enable pupils to become active citizens in society. Pupils will learn about critical thinking and enquiry to enable them to consider different ideas and draw conclusions.

- Leaders plan to teach sex and relationships education and liaise with professionals from the local health centre to enable pupils to receive appropriate advice and guidance. The pupils will learn about different relationships, paying particular regard to the protected characteristics set out in the Equalities Act 2010.
- There are plans in place to offer comprehensive, impartial careers advice and guidance. Pupils will create a careers plan in Year 8 with an external consultant. Opportunities for work experience will be linked to the plan to enable pupils to achieve their aspirations. In key stage 4 and post-16, pupils will study a range of academic and vocational qualifications. There will be opportunities for pupils to attend alternative provision, alongside school staff, if the courses support their aspirations. The curriculum is sharply tailored to enable pupils to achieve their aims and become economically active citizens in society.

Paragraph 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4.

- The school will use a range of schemes of work to meet the needs of pupils. Pupils will have the opportunity to acquire new knowledge and make good progress in a wide range of subjects. The school will invite artists, sportswomen, sportsmen, and people from industry to inspire the pupils to learn. Pupils will be taught how to make informed and responsible decisions and to think for themselves.
- The school has a comprehensive assessment framework. Teachers will assess pupils' ability over the first six weeks on arrival at the school. Teachers will write learning targets for pupils, and the pupils' progress towards meeting the targets will be reviewed by teachers and senior leaders every six weeks. Twice a year, pupils will complete standardised tests in reading, mathematics and spelling. Pupils' progress will be tracked using an electronic tracking system, and if a pupil is at risk of underachieving, interventions will be put in place.
- Classroom furniture has been bought to furnish the two classrooms. There is also space for pupils to work one to one with a teacher for intervention or to receive emotional support. The school intends to purchase a new reading scheme that will have age-appropriate reading material to suit the abilities of the pupils.
- The school has a behaviour policy that lists a wide range rewards and sanctions for pupils. Pupils will be rewarded for good behaviour through earning points, extra trips and taking on extra responsibilities. Sanctions for poor behaviour include a verbal reprimand, pupils catching up on lost work and loss of privileges. The school plans to train all staff in de-escalation strategies and physical restraint techniques to keep pupils safe if pupils display challenging behaviour.
- The school intends to promote fundamental British values through promoting mutual respect between people of different faiths and cultures. The school intends for pupils to visit different places of worship and follow the Derby faith trail, to increase their knowledge and understanding of different religions.
- The school is likely to meet the standards in this part.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5

- The school is committed to improving pupils' self-esteem and self-knowledge through delivering a broad curriculum. Leaders are very conscious about using age-appropriate resources to support pupils' learning and ensure that their self-esteem is promoted at all times.
- The school's equality policy shows that school leaders are committed to promoting the rights of people who share the protected characteristics as defined by the Equalities Act 2010. The school intends to teach pupils how they can recognise and challenge stereotyping. Pupils will learn how people express themselves as they choose without causing harm or distress to others.
- Pupils will learn how laws help to protect and promote the well-being of citizens. They will examine the links between rights and responsibilities. Furthermore, they will explore how human rights law protects individuals and promotes equality between different groups.
- Pupils will study how citizens can vote for governments using the democratic process. They will learn how the Parliament in the United Kingdom is the legislative body. Leaders are aware that staff cannot promote partisan political views in lessons or during extra-curricular activities, and will also check that visitors adhere to the school's policy. In all debates, pupils will receive a balance of opposing views.
- The school intends for pupils to learn about important festivals and events for different religions to enable pupils to acquire an appreciation of and respect for their own and other cultures.
- The school is likely to meet the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraph 6, 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a), 16(b)

- The school's safeguarding policy is comprehensive and follows the latest government guidance for safeguarding. It contains contact telephone numbers for staff to use if they want to report a concern. The school leaders want to create a culture where safeguarding is everyone's responsibility and staff will follow up any concerns they have raised with designated leaders of safeguarding to check that appropriate action has been taken. The school has a system in place for concerns to be recorded and securely stored. A chronology of actions will be recorded following any reported concerns, and the senior leadership team will regularly review the actions taken to check that they are appropriate.
- The proprietor is knowledgeable about all the necessary checks that should be made when appointing new members of staff to ensure that they are suitable to work with children.
- Leaders will record positive behaviour and poor behaviour. They will regularly review sanctions given to pupils to check if there are any trends to a pupil's behaviour and to evaluate their effectiveness.

- The school's anti-bullying policy defines bullying and includes the ways in which bullying can occur. The policy includes strategies of how the school intends to prevent bullying.
- The school has a written health and safety policy and a first-aid policy. There are first-aid boxes around the school and staff will be trained in first aid. The school also has a risk assessment policy and the school has risk assessed all areas of the school. Potential hazards have been identified and suitable control measures have been put in place.
- Leaders have commissioned an external contractor to complete a fire risk assessment of the building. Leaders have ordered fire extinguishers and have requested training for staff to be fire marshals. All rooms have an evacuation plan and fire exit signs. The fire assembly point is signposted at the front of the school.
- The school has an attendance register in place and will use the codes as specified by the Department for Education. Pupils' attendance will be monitored on a weekly basis. The school also has an appropriate admissions register.
- The school is likely to meet standards in this part.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 18, 19, 20

- The proprietor has a single central record pro forma to record all the appropriate checks for recruiting new members of staff. The proprietor will record the dates of the checks and the name of the person who has completed the checks. The school has a checklist of the documentation required before appointing a new member of staff.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraph 23, 24, 25, 26, 27, 28, 29, 30

- The classrooms are of an appropriate size and are well lit. The acoustics in the building are suitable. There are grounds for pupils to play on a grass area as well as seating in an undercover area. There is hot and cold water in the toilet. There are temperature controls on the hot water to ensure that it does not pose a risk of scalding. Pupils can lock the toilet from the inside. There is a separate toilet for adults.
- The school has a first-aid room that contains a sink and new medical bed for pupils to use if they feel poorly.
- Pupils are supplied drinking water in bottles. These are accessible in the classrooms. The water from the taps is clearly labelled as unsuitable for drinking.
- The property has appropriate external lighting.
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraph 32

- The school does not currently have a website. However, leaders have purchased the domain www.jasminehousederby.co.uk that they plan to use when the school opens.
- The school has all the policies, including the safeguarding, behaviour and complaints policies for parents and carers to read.
- The proprietor will make it clear to parents and carers how they can contact him during term time and outside of term time.
- The school is likely to meet all the standards in this part.

Part 7. Manner in which complaints are handled

Paragraph 33

- The school has an appropriate complaints policy. The policy allows for complaints to be resolved through an informal process as well as a formal process. If a panel is needed to hear a complaint, one member of the panel will be independent of the school.
- Leaders intend to analyse any complaints made to try and reduce the possibility of any further complaints.
- The school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- The proprietor is a qualified teacher and has a good understanding of leading a school. He intends to be the chair of the governing body, which will consist of five people in total. The proprietor intends to use external consultants to moderate the quality of education at the school to ensure that standards are high. School leaders' performance will be assessed through robust performance management. He intends to hold the principal to account for safeguarding and for the quality of education at the school. He aims for the governing body to have knowledge of how pupils have met the outcomes in their education, health and care plans to ensure that pupils are achieving well both academically and in their personal and social development.
- The school is likely to meet all the standards in this part.

Schedule 10 of the Equality Act 2010

- The school has an accessibility plan in place and intends to make suitable adaptations to premises to meet pupils' needs. Staff will also assess pupils' academic needs and make adaptations to the curriculum accordingly.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	145572
DfE registration number	830/6046
Inspection number	10054790

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Special day school
School status	Independent special school
Proprietor	Mr Raymond Scales
Chair	Mr Raymond Scales
Principal	Mr Matt Storey
Annual fees (day pupils)	£80,000
Telephone number	07984 406110
Website	www.jasminehousederby.co.uk
Email address	info@jasminehousederby.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	8
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	8
Total hours operating as a school per week	30
Total hours of teaching provided per week	25

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11–18	11–18
Number of pupils on the school roll	Not applicable	8	8

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	8
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	8
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	8
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	Not applicable	8

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	7
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	1

Information about this proposed school

- Jasmine House will be a special school located in south Derbyshire.
- The school proposes to admit pupils who have complex learning needs. The school intends to meet the needs of pupils who may have a range of speech and language difficulties associated with autism spectrum disorder. The curriculum is aimed to meet the needs of pupils who have severe or moderate learning difficulties.
- All pupils will have an education, health and care plan.
- The pupils will be in key stages 3, 4 or 5.
- All pupils will be placed at the school by local authorities.

Information about this inspection

- This was the school's first pre-registration inspection since its application to register as an independent school.
- The inspector met with the proprietor and the principal designate. The inspector toured the school building and the grounds. He scrutinised the school's policies and schemes of work.

Inspection team

Martin Finch, lead inspector

Her Majesty's Inspector

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