

Jasmine House School

34 Ilkeston Road, Heanor, Derbyshire DE75 7DT

Inspection dates

22–24 January 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- The proprietor, governors and senior leaders have ensured that the requirements of the independent school standards have been met.
- All pupils have access to experiences across the full range of national curriculum subjects, presented in ways which are relevant and appropriate for each pupil.
- Teaching is individualised to meet the needs of each pupil. Staff plan high-quality, stimulating activities that capture pupils' imagination and enable them to convey their understanding in a variety of ways.
- School leaders lead by example and have created an ethos of exemplary teamwork. Each member of staff contributes effectively to the high quality of teaching, sharing their individual specialist knowledge to the benefit of all pupils.
- Staff are skilled at assessing the often-small steps of progress demonstrated by pupils. They record achievements accurately and plan very effectively for the next stages of learning.
- The quality of leadership and management is excellent. Senior leaders demonstrate a secure understanding of how pupils learn. They have created a culture of success based on high expectations.
- Pupils make strong progress. They quickly develop their ability to communicate their understanding, and additional needs, to staff.
- Pupils' behaviour is excellent. They feel safe and they trust the adults they work with. Arrangements for safeguarding are effective, based on a secure understanding of government guidance.
- Pupils' attendance is high, due to the well-targeted support that pupils receive from staff. Pupils enjoy being at the school.
- Senior leaders have achieved considerable success in a short time. They continuously evaluate all aspects of the school's life and plan diligently for further development and improvement.

Compliance with regulatory requirements

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

Full report

What does the school need to do to improve further?

- Ensure outstanding outcomes for pupils by consolidating and extending the excellent practice already established, by:
 - increasing opportunities for all staff to learn from colleagues with specialist knowledge
 - further refining the individualised support for all pupils.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The proprietor and senior leaders demonstrate outstanding leadership. They share a clear vision for excellence in the school's practice and outcomes. They have ensured that all the independent school standards are met and have established a firm basis for continued development.
- The positive culture of the school is infectious. The school's rapid success since opening is based on teamwork, exemplary relationships and the resilience of leaders and staff.
- The proprietor has been successful in recruiting leaders and staff who demonstrate dedication and commitment to successful learning for pupils with complex needs. The staff believe in the pupils' ability to progress and they encourage them continuously.
- Senior leaders have rapidly established a suitable curriculum. Pupils have access to a wide range of learning opportunities. Teaching staff have secure subject knowledge and an understanding of how to provide stimulating experiences that enable pupils to respond in a variety of ways.
- Staff place effective emphasis on the integration of pupils within the school and wider community, developing their social skills and ability to interact appropriately with others.
- Teaching combines appropriate access to basic skills with a love of learning. High-quality teaching, enhanced by a variety of specialist skills among the staff, enables pupils to enjoy learning and to succeed.
- Senior leaders continuously monitor and review the quality of teaching and its impact on pupils' learning and personal development. Staff ensure that learning opportunities include the development of spiritual, moral, social and cultural experiences, including through art and music, and access to activities in the local and wider communities.
- Pupils are prepared for positive roles in further education, employment and supported independence. They have recently attended a local careers event and the school has established good working relationships with the local, independent careers service.
- The proprietor and senior leaders have established secure arrangements for the management of staff performance. Staff are confident to raise questions and requests for further support with teaching, assessment, safeguarding and their own further training.
- School leaders are reflective, highly motivated and committed to continuous improvement. They have created an improvement plan based on their continuous evaluation of the developing school.

Governance

- The proprietor has applied his extensive experience of working with young people with a variety of needs to the creation of an outstanding learning environment. He has recruited a small number of governors who are committed to the development of a safe setting in which pupils with complex needs may thrive.
- The governing body has established appropriate procedures, including well-judged questioning and routine monitoring, to maintain a focused, accurate understanding of all

aspects of the school's work.

- The proprietor and governors are ambitious for the pupils and for the success of the school. They demonstrate total faith in the staff and maintain a continuous dialogue to ensure mutual commitment to further development.
- The proprietor ensures that all aspects of the school's work are informed by the views of governors, parents and carers, and staff.

Safeguarding

- The arrangements for safeguarding are effective. The safeguarding of pupils is at the forefront of all decisions and actions within the school. All staff are aware of the needs of each pupil. They are sensitive towards and considerate of pupils' welfare.
- The school's comprehensive safeguarding policy, which has regard to the latest government guidance, is available on the school's website.
- Pupils are safe in all areas and activities. Staff are highly trained to understand the potential risks to which pupils may be exposed. Through the curriculum they help pupils to understand how to keep safe, for example, from online abuse or exploitation.
- Leaders and staff communicate continuously with parents. Parents comment positively on the quality and frequency of communication from the school.

Quality of teaching, learning and assessment

Outstanding

- Outstanding teaching supports high-quality learning. A major strength in teaching is the planning based on pupils' individual needs and progress. Teaching staff are very responsive to small steps in pupils' learning. They identify what works well, reinforcing success with encouragement and praise.
- Staff use a variety of motivating, engaging resources to stimulate pupils' interest and response. Teachers and teaching assistants ask pupils questions well to encourage positive responses. They communicate with pupils through a combination of spoken word, picture exchange and signing.
- Pupils quickly identify successful ways of responding to staff. They convey their understanding of tasks and questions. They communicate their emotional responses effectively. Pupils, for example, listened to music associated with worship in a church and demonstrated enthusiasm to hear more.
- Staff build progressively on pupils' successes, retesting pupils' responses. Staff work patiently to correct pupils' misconceptions, including through using repetition and alternative resources.
- Teachers ensure that learning to read and write is linked to concrete experiences. Pupils, for example, learn the 'ee' sound through a story about making a cheese sandwich. This was reinforced later through a practical activity in the school kitchen.
- Staff establish consistent, structured approaches to managing pupils' behaviour, including their concentration. They use well-established routines and clear expectations. Pupils respond very positively and make excellent use of their time in lessons.
- Teachers provide challenging work that enables the pupils to develop their communication

and numeracy skills well. Teachers encourage pupils to reason, ask questions and express their understanding orally.

- Pupils enjoy reading and take every opportunity to pick up a novel and read independently. They also demonstrate success in independent research, for example through a local visit to historical sites associated with a war hero.
- All pupils enjoy practical activities, such as making sandwiches in the kitchen. They are encouraged to make choices, to communicate the next steps in the process, and they enjoy eating the results of their work.
- Staff provide effective feedback to parents, ensuring that they are aware of pupils' progress.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- On entry to the school, pupils often lack self-confidence and may have had a limited or negative experience of education previously. Pupils rapidly develop trust in the staff, which helps to increase their confidence. All pupils are willing to have a go and enjoy success.
- Pupils are able to sustain their concentration and complete tasks successfully. Their engagement and interest in learning are excellent.
- Teachers and teaching assistants provide pupils with excellent support. Staff benefit from the increasing contribution of therapists, understanding how each pupil learns and how best to structure learning. Therapists provide effective guidance and ideas, for example about how to develop pupils' communication skills.
- Pupils improve their ability to communicate their personal needs and understanding, including through signing and picture exchange. Staff place a regular emphasis on pupils making choices, to which pupils respond positively.
- All staff give continuous attention to pupils' emotional well-being. The structure of the school day provides regular opportunities for pupils to unwind and to de-brief. Teachers are very sensitive to pupils' readiness to move on to new learning and the need to ensure that they are relaxed and ready to learn.
- Staff are continuously considering the longer-term needs of pupils and providing opportunities to prepare for the future. They focus on developing increasing independence at levels appropriate to each pupil.
- Pupils are safe in school throughout the day. They receive well-targeted adult support and can communicate any concerns. Staff are sensitive to any signs of discomfort or unsettled behaviour. They respond immediately to help pupils overcome any anxieties.
- There is no bullying at the school. Pupils develop an awareness of others and learn to cooperate with the school's expectations of mutual respect.
- The school places a strong emphasis on healthy lifestyles. Staff encourage all pupils to make healthy choices in their eating habits and they ensure that pupils give appropriate

attention to personal hygiene, diet and exercise.

Behaviour

- The behaviour of pupils is outstanding. All pupils demonstrate excellent attention and engagement in their learning. There is little off-task behaviour and pupils are quickly re-engaged if their concentration begins to wane.
- Pupils do not disrupt the learning of others. All pupils respect the adults with whom they work, and they cooperate with instructions and advice.
- Pupils are encouraged to make independent decisions and to understand the consequences of their decisions.
- Attendance is excellent. This represents a very strong improvement on previous experience for some pupils. Pupils want to be in school and they enjoy learning.

Outcomes for pupils

Good

- On entry to the school, all pupils are working below standards expected for their age, mostly well-below. This results from their specific individual special needs or from long-term periods out of education prior to joining the school.
- The school is in its first year of operation and most pupils have joined the school very recently. There is already clear evidence of good progress in their learning across a range of subjects and skills.
- Pupils make strong progress in literacy and numeracy. Some demonstrate the potential to achieve success with external accreditation at key stage 4. No pupil has yet been in school long enough to have reached this point.
- Pupils make good progress in developing their communication skills, including their writing and reading skills, and their numeracy skills.
- Pupils enjoy opportunities to express themselves through art, music and physical education.

School details

Unique reference number	145572
DfE registration number	830/6046
Inspection number	10078674

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

Type of school	Other independent special school
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	3
Proprietor	Raymond Scales
Chair	Raymond Scales
Principal	Matt Storey
Annual fees (day pupils)	£80,000
Telephone number	01773 305029
Website	www.jasminehouseschool.co.uk
Email address	matt.storey@smoothstonecare.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Jasmine House is a special school located in South Derbyshire.
- The school admits pupils who have complex learning needs. Pupils mostly have a range of speech and language difficulties associated with autism spectrum disorder.
- The school is registered to provide full-time education to up to eight pupils aged between 11 and 18. There are currently three pupils on roll.
- The curriculum is designed to meet the needs of pupils who have severe or moderate learning difficulties or who may have had significant periods out of education due to complex social and emotional difficulties.
- The school does not use the services of any alternative providers.

- All pupils have an education, health and care plan.
- Current pupils are in key stages 3, 4 and 5. There are too few pupils in key stage 5 to provide a judgement on the school's 16 to 19 provision.
- All pupils are placed at the school by local authorities.
- The school registered as an independent school in July 2018. This is the school's first standard inspection since it opened in September 2018.

Information about this inspection

- The inspector observed teaching and learning across all teaching groups, covering the full age range of the school. He scrutinised samples of pupils' work in English, mathematics and additional subjects, including accredited functional skills courses.
- The inspector held discussions with the proprietor, who is also the chair of the governing body. He discussed all aspects of leadership and management and the implementation of school policies with the principal, the head of education, teaching and support staff, and informally with pupils.
- The inspector considered responses to Ofsted's online questionnaire and written communications submitted by parents and carers. He also spoke with a small number of parents and carers. In addition, he took account of the views of pupils and staff as expressed through inspection surveys.
- The inspector scrutinised several school policies, procedures and records to check the school's compliance with the independent school standards.

Inspection team

David Young, lead inspector

Ofsted Inspector

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