

Jasmine Hall School

Croft House, 51 Ashbourne Road, Derby DE22 3FS

Inspection date

3 November 2021

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

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(g), 2(2)(h)

- Pupils will be able to gain qualifications in a broad range of subjects. They will also study courses that will help them to prepare to live independently as young adults.
- The curriculum will allow pupils to develop their literacy, numeracy, speaking and listening skills. Pupils will read each day. They will be given extra help with their reading, if necessary. Each pupil will also receive therapeutic support for their social, emotional and communication needs.
- Leaders will use assessment information to devise a suitable programme of study for each pupil. Targets set for each pupil will relate closely to their education, health and care (EHC) plan. Leaders will review the curriculum for each pupil regularly to ensure that it remains appropriate.
- There are detailed curriculum plans in place for each subject. These plans include different approaches that teachers will take to deliver the curriculum, to make sure that it is ambitious for all pupils.
- The personal, social, health and economic education curriculum will include topics that are relevant to each pupil and will help them to stay safe. Pupils will practise their communication skills by engaging in discussions about what it is like living in modern Britain.
- Students who are above the compulsory age for attending school will follow similar courses to younger pupils. This will give these students opportunities to achieve appropriate qualifications needed for their next steps. Leaders will arrange for these students to attend local further education colleges if they want to follow a course that is not offered by the school. An age-appropriate personal development programme will help these students prepare for when they leave school.

Paragraphs 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(i)

- Pupils will receive one-to-one advice about possible careers pathways from an independent adviser. They will have opportunities to engage in work placements with local businesses, so that they can learn about different professions they might want to pursue.

Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2)

- Pupils will be taught about relationships, sex and health education (RSHE). They will learn how to stay fit and healthy, and to eat well. Leaders will help pupils to understand how their diagnosis of autism spectrum disorder (ASD) may affect how they interact with others. Parents and carers will be consulted on the school's RSHE policy when the school opens.

Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(i), 3(j), 4

- Leaders have already employed subject specialists to deliver the English, mathematics and science curriculums, as well as other teachers.
- Leaders will check on the quality of teaching by visiting lessons regularly. They will review workbooks to ensure that the curriculum being delivered matches the plans.
- Regular checks of pupils' knowledge will mean that teachers can modify the curriculum and revisit any gaps in pupils' learning.
- There are plans in place to purchase the resources needed to support the curriculum. Some of the resources bought will depend on the needs of the pupils who join the school.
- A high staff presence will mean that pupils receive close support. Daily debriefs will allow staff to share any concerns they have about pupils' behaviour or learning, so that pupils can receive extra help if necessary.
- Leaders will provide parents with updates each term about their children's academic and therapeutic progress.
- The school is likely to meet all the standards in this part.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- Leaders aim to develop pupils' character, resilience and confidence. Therapy will help them understand their emotions and build their self-esteem.
- Pupils will be encouraged to discuss their views about issues such as prejudice, healthy relationships, and how to look after their well-being. Post-16 students will consider topics appropriate to their age.
- Opportunities to develop pupils' spiritual, moral, social and cultural understanding will be woven through the curriculum. Pupils will learn the importance of showing respect and tolerance for those who have views or backgrounds different to their own. This includes differences recognised as a protected characteristic.

- Pupils will learn about different cultures and faiths, including those in the local area. For instance, they will take part in the Derby Faith Trail and be encouraged to make donations to the Derby and Bosnian Refugee Centre.
- Leaders will provide opportunities for pupils to develop an understanding about the rights and responsibilities of being a British citizen. Links to the local police force will help pupils to appreciate the difference between criminal and civil law. Visits from local councillors will introduce pupils to the democratic process.
- Pupils will be encouraged to make a positive contribution to the local community and society more widely. For instance, pupils will participate in local environmental projects as part of the John Muir award scheme.
- Leaders will ensure that pupils are always presented with a balanced range of viewpoints, so that pupils can make up their own minds about issues.
- The school is likely to meet all the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32, 32(1)(c)

- The school's safeguarding policy reflects the latest national guidance. It makes clear that safeguarding is everyone's responsibility. It will be updated regularly to ensure that it is appropriate for the setting. The policy will be published on the school's website when the school opens.
- Leaders understand their responsibilities to safeguard pupils and promote their welfare. They have had recent training to fulfil their safeguarding roles.
- All staff will complete safeguarding training as part of their induction. Staff training will be updated regularly, so that staff are aware of particular risks that pupils may face.
- Pupils attending the school may have specific vulnerabilities due to their needs. Each pupil will have their own risk assessment that identifies ways to keep them safe. Pupils will be encouraged to speak with staff if they have any worries.
- There are procedures in place for staff to report a concern about a pupil. Leaders will keep detailed safeguarding records for each pupil. They know how to seek prompt help for a pupil from external agencies.
- Leaders know how to refer any concerns immediately to the appropriate authority if they think a member of staff may be putting a pupil at risk of harm.
- The curriculum includes regular opportunities for pupils to learn how to reduce the risks they may face. For example, they will learn about the dangers of extremism, the risks from peer pressure and how to keep safe online.

Paragraphs 3, 3(h), 9, 9(a), 9(b), 9(c), 10

- The behaviour policy sets out clear expectations for promoting good behaviour, particularly in the context of the pupils who will attend the school.
- Training will help staff to manage pupils' behaviour appropriately. Leaders will ensure that staff develop effective working relationships with pupils and act as positive role models.

- Behaviour support plans for some pupils will help them to regulate their behaviour more successfully.
- The anti-bullying policy makes it clear that bullying of any form is not acceptable. It summarises how leaders will promote an anti-bullying culture.
- Incidents of poor behaviour or bullying will be logged electronically, with information recorded about the actions taken by leaders to resolve these issues.

Paragraph 11

- Leaders have planned a detailed schedule of health and safety checks that will be carried out at the recently acquired premises. These checks will ensure that the school building and its surrounding site are safe. Leaders will act promptly to rectify any issues identified.

Paragraph 12

- A detailed fire-risk assessment of the site has been completed recently. Leaders are in the process of responding to the assessment's recommendations before the school opens. A heat detector is due to be fitted in the kitchen. There are plans in place to block off the disused fire escape on the outside of the building, so that pupils cannot access it.

Paragraph 13

- All staff will receive first-aid training when they start to work at the school.
- Well-stocked first-aid kits are available if pupils need medical treatment, including when they are off site.
- Leaders will keep appropriate records of when medical treatment or medication is administered to pupils.

Paragraph 14

- Leaders intend to maintain high ratios of staff to pupils. On site, there will always be at least two staff with every four pupils. This ratio will increase when pupils are attending trips or visits off site.

Paragraph 15

- The attendance and admission registers contain the information required.
- Leaders know the codes that must be used to record reasons for pupils' absences.

Paragraph 16, 16(a), 16(b)

- Leaders have implemented a suitable risk assessment policy. A senior staff member will check and sign off all risk assessments.
- Leaders have considered how to minimise possible risks posed by the school's site, including the school's location on a busy road.
- Risk assessments identify potential hazards faced by pupils on trips or visits and actions that staff must take to mitigate these risks.
- The school is likely to meet all the standards in this part.

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

Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6)

- Leaders have had recent training in the recruitment of staff. They understand their duty to carry out the necessary recruitment checks to ensure that new staff are suitable to work with children.
- Leaders know the information they require if they choose to appoint supply staff.
- A single central record summarises the checks completed before a staff member takes up their post, who completed them and when. Evidence to support these checks is kept for each staff member.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(b), 28(1)(d)

- There are individual toilets for the sole use of pupils. These toilets have lockable, full-length doors. Each toilet has a suitable washing facility, including hot water at an appropriate temperature. Leaders plan to renovate one of these toilets imminently, to improve the quality of the decoration and flooring.
- A suitable space has been identified to install an accessible toilet with washing facilities, available for use by disabled pupils. The work to install this facility will be completed before the proposed school opens in January 2022.
- Pupils will use a local gym for physical education (PE) activities. They will have access to shower and changing facilities at the gym. Leaders have risk-assessed pupils' use of this setting.

Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)

- There is an appropriate room for the care of pupils who are ill or who require medical examination. This room has washing facilities and is next to a toilet. Medicines will be stored safely in a secure cupboard in another room. Leaders do not intend to admit pupils with complex medical needs to the school.

Paragraphs 25, 26, 27, 27(a), 27(b)

- Leaders only secured the lease on the property very recently. They are completing work to ensure that it provides suitable accommodation for pupils. The bannister in the stair well is being raised and window restrictors are being fitted throughout. Leaders have plans in place to ensure that all of the work necessary has been completed by the time the school is due to open in January 2022.

- The site is secure. There are gates to the front of the property to prevent pupils accessing the busy road. At the rear, there is a locked gate to stop unaccompanied pupils from leaving the site.
- The building is well maintained. Leaders have ensured that the electrical and gas supplies are safe. Leaders have moved a large refuse bin away from the building so that it does not present a fire risk. Arrangements are in place to ensure that hazardous materials are stored safely. Other storage spaces are locked securely.
- There is appropriate lighting and acoustics throughout the building. Rooms planned as classrooms are spacious and airy. They are well lit and have natural light from large windows. These rooms are at the rear of the building, offering them protection from traffic noise.

Paragraph 28(1), 28(1)(a), 28(1)(c), 28(2), 28(2)(a), 28(2)(b)

- Pupils will be able to access bottles of drinking water, which they can refill. Signs near taps indicate water that is suitable for drinking. Drinking water facilities are not in the same location as toilets.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- The outside space is well maintained and secure. Leaders plan to purchase some equipment for pupils to use outdoors during social times.
- Leaders intend to deliver the PE curriculum at a local gym, as well as making use of local park space.
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(g)

- The school does not currently have a website. Leaders have plans to set one up once the school is registered and opens. They will ensure that parents have access to all the information and policies required, either through the school's website or on request. This includes documents related to admissions, the curriculum, behaviour and keeping pupils safe.
- Termly reports will provide parents with information about their children's progress.
- Leaders understand that they must provide information requested about pupils who are wholly or partly funded by a local authority. They will work with local authorities to review pupils' EHC plans and the personal education plans for children looked after.
- The school is likely to meet all the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 32(3), 32(3)(f), 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- The complaints policy outlines what parents should do if they have a concern about any aspect of the school's work. It details the timescales that leaders will follow at each stage of the complaints process.
- The policy explains that leaders will keep written records of the outcomes of any complaints and leaders' actions taken as a result.
- The school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The chair of the proprietorial board, directors and senior leaders understand the requirements of the independent school standards well. They know what actions they must take to meet these standards consistently and securely over time, including those related to safeguarding and the equality duty.
- Leaders have appropriate knowledge and experience of providing education for pupils with special educational needs and/or disabilities (SEND). Members of the proprietorial board and senior school leaders have previous experience of operating similar schools elsewhere.
- Leaders have a clear vision for the kind of provision they want the school to offer. There is strong focus on developing pupils who have the confidence and resilience to be successful when they leave school.
- Leaders have devised an appropriate set of policies and procedures for the school. They understand their responsibilities well regarding keeping pupils safe. Their planned systems and processes to ensure that pupils are safe and learn how to be safe are appropriate.
- The school is likely to meet all the standards in this part.

Schedule 10 of the Equality Act 2010

- Leaders have devised an accessibility plan for the proposed school. They have realistic plans in place to improve the interior of the school building. They will ensure that there is an accessible toilet available for use by disabled pupils before the school is due to open in January 2022.
- Leaders will adapt the curriculum to meet the needs of individual pupils with SEND, particularly those with a diagnosis of ASD.
- The school is likely to meet the regulation in this part.

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	148839
DfE registration number	831/6016
Inspection number	10210152

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	Other independent special school
School status	Independent special school
Proprietor	Smoothstone Care & Education
Chair	Raymond Scales
Headteacher	Daniel Pallett
Annual fees (day pupils)	£80,000
Telephone number	07596 987777
Website	Not available
Email address	daniel.pallett@smoothstonecare.co.uk
Date of previous standard inspection	Not previously inspected

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	16	16

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	16
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	16
Of which, number of pupils with an education, health and care plan	Not applicable	16
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	16

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	8
Number of part-time teaching staff	0	4
Number of staff in the welfare provision	0	4

Information about this proposed school

- The proprietor of the school is Smoothstone Care & Education.
- The proposed school will be a special school located in Derby City.
- The proposed school will provide full-time education for up to 16 pupils with SEND, aged between 11 and 18 years.
- Pupils attending the school are likely to have a diagnosis of ASD and may have a range of associated speech, language and communication needs.
- All pupils will have an EHC plan.
- Pupils will be placed at the school by local authorities. Some of these pupils may be in the care of the local authority.

Information about this inspection

- The Department for Education commissioned the inspection to check the provision's suitability to operate as a school. This was the proposed school's first pre-registration inspection.
- The inspector met with the chair of the proprietorial board, who is also the chair of governors, two directors of the company, the headteacher and the assistant headteacher.
- The inspector undertook a tour of the new site to check the premises against Part 5 of the independent school standards.
- The inspector scrutinised documentation, including curriculum plans, and a range of school policies and procedures.
- The inspector checked the school's single central record and discussed with leaders the school's proposed approach to ensuring the health, safety and welfare of pupils.

Inspection team

Rachel Tordoff, lead inspector

Her Majesty's Inspector

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