

Inspection of Nanpantan Hall Nurture Centre

The Coach House, Nanpantan Road, Loughborough LE11 3YF

Inspection dates:

26 to 28 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Staff know the pupils and their families well. Staff successfully build pupils' self-confidence and resilience. Most pupils attend every day and behave well. On the occasions when behaviour is not good, staff act quickly to make sure that this does not affect the learning of other pupils.

Pupils say that they feel safe in school and staff look after them. When they do have worries, they say that adults listen and help. Pupils say that there is no bullying. They are confident that staff would sort it out if there were any.

Parents and carers value many things about this school. They especially appreciate the strong pastoral care for their children.

Leaders, teachers and mentors do not have consistently high expectations for pupils' learning. They have not fully developed the curriculums in some subjects. Sometimes work is not demanding enough. Some pupils do not learn to read as well as they should.

Pupils enjoy their time in the woodland next to the school. They like having the school dog, Jasper, around.

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

The quality of education requires improvement. Leaders, teachers and mentors do not have consistently high expectations of what pupils can achieve. They have not ensured that all pupils have work that is consistently well matched to their needs. Staff provide pupils with sensitive support. However, the quality of pupils' learning varies from subject to subject. For example, pupils respond well to high expectations in physical education. This is not the case in all subjects.

Leaders encourage a love of reading, with each pupil reading with an adult every day. Some pupils spoke enthusiastically about the books and authors they are reading currently. The current approach to teaching pupils who are at an early stage of reading is not structured or resourced well enough. The current phonics scheme is not fit for purpose.

Pupils' learning in mathematics is better than in some other subjects. Teachers have made sure that plans cover important concepts in a sensible order. This means that most pupils build their knowledge and use it to help them with more difficult work.

New curriculum plans for personal, social, health and economic (PSHE) education have a clear structure. These plans include appropriate aspects of relationships education. Staff provide many opportunities for pupils to develop their self-awareness and respect for difference, and to understand their responsibilities. They take advantage of the school's woodland to teach pupils how to be safe, to problem solve, team build and gain life skills in preparation for adulthood. However, the new

curriculum is not consistently well implemented. This includes the teaching of equality and diversity.

Pupils benefit from a range of opportunities that support their social and moral development. They learn how to behave appropriately. Leaders have worked well with parents to improve pupils' attendance. Most pupils attend regularly.

All staff are proud to be part of this school. They feel supported by leaders and morale is positive. They recognise that leaders are mindful of their well-being and workload. They appreciate the opportunities for professional development. There is a strong team ethos.

The school's directors are also the headteacher and senior leader. They know the school's strengths and weaknesses. They have many responsibilities and, as the school has grown, have not ensured that all leaders have the skills and capacity they need to fulfil their roles effectively. Leaders have appropriate plans to improve the school. These plans have been affected by the pandemic. This includes how well they have been able to check on the effectiveness of the school's provision.

Leaders have ensured that all the independent school standards are met. They make sure that the premises are well maintained and that the school meets the requirements of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training and know what to do if they have concerns about a pupil's welfare. Leaders respond promptly to any concerns raised. They involve other agencies where necessary to make sure that pupils get the support they need. However, safeguarding records are not as well maintained as they should be.

Leaders undertake pre-employment checks on staff before they start working at the school. They record these checks on the single central record (SCR). However, one check, related to leadership, had not been recorded on the SCR. This was addressed and put right during the inspection.

What does the school need to do to improve?

(Information for the school and proprietor)

- Some curriculum plans are not precisely focused or sequenced well enough to ensure that all pupils build their knowledge and skills over time. This means that some pupils do not achieve as well as they could, both academically and through the personalisation curriculum. Leaders must ensure that all curriculum planning is coherently sequenced so that pupils know more and remember more over time.
- Leaders', teachers' and mentors' expectations of what pupils can do and achieve are sometimes too low. As a result, pupils do not learn as much as they could.

Leaders must ensure that all staff raise their expectations. They must provide all staff with the pedagogical knowledge and skills to be able to plan and deliver learning that meets pupils' needs and enables them to achieve more.

- Phonics is not taught well enough for those pupils at an early stage of reading. This means that some pupils do not improve their reading skills quickly enough. Leaders must ensure that pupils are supported with their reading as soon as they start at the school. Staff must be trained to consistently teach phonics in line with the school's policy, enabling pupils to learn to read and access the rest of the curriculum more effectively.
- Leaders have not ensured that all staff know how to meet pupils' needs, in both the personalisation and academic curriculums. Leaders should continue to prioritise this work, and support staff so that the needs of all pupils are met fully, enabling them to achieve the best possible learning academically, personally, socially and emotionally.
- The PSHE education curriculum has not been implemented consistently well. Pupils' learning about equality and diversity is not of good quality. Leaders need to make sure that all units of work are well planned and taught to provide opportunities for pupils to learn and be well prepared for life in Britain.
- Leaders have many responsibilities. They have not fully developed their skills and capacity to improve the school. Leaders should ensure that they fully develop leadership and management capacity at all levels so they can lead the school effectively into its next phase of development.

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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	147734
DfE registration number	855/6048
Local authority	Leicestershire
Inspection number	10204916
Type of school	Other independent special school
School category	Independent school
Age range of pupils	5 to 12
Gender of pupils	Mixed
Number of pupils on the school roll	7
Number of part-time pupils	0
Proprietor	Serenity Education Ltd
Chair	John Furborough
Headteacher	John Furborough
Annual fees (day pupils)	£38,000 to £45,000
Telephone number	07871 632887
Website	www.nanpantanhallnurturecentre.co.uk
Email address	jfurborough@nhnurturecentre.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Nanpantan Hall Nurture Centre provides education for pupils with a range of specific learning difficulties and a diagnosis of autism spectrum disorder. Pupils may also have behavioural, emotional, communication and sensory needs.
- The school is located near Loughborough.
- In April 2021, the Department for Education (DfE) approved a material change, enabling the school to admit pupils aged five to 12. The DfE issued a second material change stating that from 8 July 2022, the age range of pupils admitted to the school would be five to 11 years old.
- The school makes use of one unregistered alternative provider. The provider is The Phoenix Children's Foundation, located in Packington, Ashby-de-la-Zouch LE65 1WD.

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.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

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

- Inspectors met with the two directors. One is the headteacher and the other a senior leader.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education and creative learning. Inspectors looked at a range of other subjects on the third day of the inspection. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited lessons, spoke with staff and pupils, and reviewed samples of pupils' work.
- Inspectors met with the special educational needs coordinator and the safeguarding leader.
- An inspector met with a group of pupils to discuss various aspects of school life. An inspector met with groups of staff. Inspectors spoke with pupils and staff informally.
- Inspectors scrutinised a range of documents and policies. This included policies related to safeguarding, health and safety, and the curriculum. Inspectors reviewed the SCR and safeguarding records.

- An inspector toured the school site to see whether the accommodation met the required independent school standards.
- An inspector visited the alternative provision, spoke with a leader and was shown round the farm. He also spoke with a local authority officer on the telephone.
- Inspectors considered the six written responses submitted by parents to Ofsted's Parent View survey. They reviewed the seven responses to the staff survey.

Inspection team

Chris Davies, lead inspector

Her Majesty's Inspector

Janis Warren

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021