

# Inspection of Jasmine Hall School

51 Ashbourne Road, Derby DE22 3FS

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Inspection dates: 21 to 23 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

Pupils thrive at this recently opened school. Pupils say that they are much happier and settled here than they were at their previous school or setting. They prefer the smaller class sizes. One pupil said: 'I like it here because it's quiet and calm.'

Pupils feel safe and they behave well. They say that there is no bullying. There are many adults to support pupils should the need arise. Pupils enjoy the chance to interact with Howie, the therapy dog, and to grow flowers in the potting shed. Staff are determined to ensure that the pupils 'feel safe, feel valued and feel inspired'.

Leaders and staff expect pupils to work hard and they do. Pupils show pride in their work. Staff get to know pupils very well. They cater appropriately for pupils' specific special educational needs and/or disabilities (SEND). Staff and pupils get on well together. There are positive relationships throughout the school. The school is a warm, homely and friendly environment.

Parents and carers have very positive views of the school. Typical comments include: 'The staff are friendly, approachable, accommodating and kind,' and 'My child has made significant progress in all areas since joining this school.'

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

Leaders have ensured that pupils study an ambitious, well-designed and bespoke curriculum. Depending on their individual needs, pupils can gain a variety of entry-level, functional skills and GCSE qualifications. They also experience an appropriate personal, social, health and economic (PSHE) education programme. Consequently, pupils are being prepared well for their next steps and for their lives in modern Britain.

Leaders ensure that pupils undergo a series of assessments when they have settled in. This enables staff to understand pupils' specific needs. Throughout the term, quick quizzes and tests enable pupils to recall the content they have recently learned. End-of-unit tests inform staff of the content that pupils have learned over a longer period. Staff say that assessment procedures are not too time-consuming.

Leaders have prioritised reading. Daily reading sessions allow pupils to discuss various books, texts, poems and news articles. There is a wide selection of reading books for pupils to choose from. This work is enabling pupils to become confident and fluent readers who can access other curriculum areas. Leaders have identified that they have not yet put a phonics programme in place for those pupils who are at the earlier stages of learning to read.

Pupils show positive attitudes to school. They attend frequently, especially when compared with their previous school or setting. They are polite and respectful of each other, staff and visitors. Pupils enjoy being rewarded with extra cookery

sessions or with small trips out. These rewards are for behaving well, trying their best and for completing work.

Leaders cater for pupils' talents and interests. Some pupils enjoy extra photography lessons, for example. The PSHE curriculum gives pupils opportunities to learn how to be respectful citizens. They are learning to understand the British values of democracy and tolerance. There are appropriate lessons on relationships and sex education (RSE). Teachers follow the statutory RSE guidance. Pupils are aware of other faiths and cultures and take part in the Derby Faith Trail to visit different places of worship. Staff provide careers advice and guidance. Pupils therefore have enough information to make informed choices about their next steps. Staff take pupils to visit local cafés and shops. This helps to improve pupils' self-esteem and self-confidence. Pupils are being prepared well for adulthood.

Leaders collect information from a wide range of sources before pupils start at the school. This includes from the previous school, their education, health and care (EHC) plans, parents and social care. Consequently, the right support can be promptly put in place. Staff have received a wide range of training in, for example, autism spectrum disorder and speech and language support. There are links with outside agencies, such as the local therapy teams. However, pupils' individual education plans (IEPs) are not always sharp enough. They do not contain specific enough targets and review dates. There are limited details about what extra help is needed and when it will be provided. Consequently, pupils do not always make as much progress as they could.

The proprietor has ensured that all the independent school standards are met. The building is maintained to a good standard. The necessary health and safety checks are made. There is a suitable fire risk assessment. The classrooms contain suitable lighting and acoustics. There is a medical room and appropriate first-aid arrangements are in place. The proprietor monitors the work of leaders closely. Directors make frequent visits to the school and receive detailed reports from the headteacher. They offer a good level of support and challenge. The proprietor has ensured that the school meets the requirements of schedule 10 of the Equality Act 2010.

Staff say that they are proud to work at the school. They are unanimous in their view that leaders fully consider their workload and well-being. Staff appreciate the training opportunities that they are given.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have received the necessary safeguarding training. They are knowledgeable about issues such as harmful sexual behaviours, county lines drug trafficking and cuckooing. Staff complete 'nagging doubt' forms when they have concerns about a pupil's welfare. Leaders are swift to contact outside agencies, such as social care and the police, when the need arises. Leaders have robust procedures

in place when recruiting new staff. They are not allowed to start at the school until all the necessary checks have been undertaken.

The safeguarding policy takes into account current government requirements. It is published on the school's website.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- Leaders have recognised that they do not have in place a systematic, synthetic phonics programme for those pupils who may be at the early stages of learning to read. Such pupils will therefore not be taught the skills and knowledge they need to become fluent and confident readers. Leaders should ensure that a systematic, synthetic phonics programme and training for staff are in place, so that pupils who are at the early stages of learning to read can receive the support they need to become fluent and confident readers.
- Some pupils' IEPs are not sharp enough. The plans do not always specify when and how the support will be provided and when the effectiveness of the support will be reviewed. Leaders should ensure that IEPs contain the necessary information so that they can monitor the progress the pupils with SEND are making more accurately.

## **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>	148839
<b>DfE registration number</b>	831/6016
<b>Local authority</b>	Derby
<b>Inspection number</b>	10232351
<b>Type of school</b>	Other Independent Special School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	11
<b>Number of part-time pupils</b>	4
<b>Proprietor</b>	Smoothstone Care & Education
<b>Chair</b>	Raymond Scales
<b>Headteacher</b>	Daniel Pallett
<b>Annual fees (day pupils)</b>	Up to £80,000
<b>Telephone number</b>	01332 412546
<b>Website</b>	<a href="http://www.smoothstonecare.co.uk/jasmine-hall-school">www.smoothstonecare.co.uk/jasmine-hall-school</a>
<b>Email address</b>	<a href="mailto:daniel.pallett@smoothstonecare.co.uk">daniel.pallett@smoothstonecare.co.uk</a>

## Information about this school

- The school caters for pupils with a diagnosis of autism spectrum disorder and with a range of associated social, emotional, speech, language and communication needs. All pupils currently have an EHC plan.
- This is the school's first standard inspection. The school was registered with the Department for Education on 2 December 2021. It opened on 10 January 2022.
- The school uses the services of one unregistered alternative provider.

## 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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held various meetings with the proprietor, headteacher, assistant headteacher and a selection of staff and pupils.
- Inspectors carried out deep dives into reading, mathematics, science and personal, social, health and economic (PSHE) education. Inspectors looked at curriculum plans, visited lessons, spoke to staff, spoke to some pupils about the school and looked at samples of pupils' work.
- Curriculum plans in other subjects were scrutinised.
- To inspect safeguarding, the lead inspector checked the single central record. Checks were made on staff training and staff knowledge of the school's safeguarding procedures. Inspectors looked at safeguarding records.
- Inspectors considered responses to Ofsted's pupil, parent and staff questionnaires.

## Inspection team

Peter Stonier, lead inspector

His Majesty's Inspector

Paul Lowther

Ofsted Inspector

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