

Ellern Mede Derby School

96 Draycott Road, Breaston, Derby DE72 3DB

Inspection date

7 September 2022

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, 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)(g), 2(2)(h), 2(2)(i)

- The proprietor has ensured that a curriculum policy and appropriate schemes of work are in place. Leaders are proposing that pupils will study a wide range of subjects and gain recognised qualifications. These include A levels, GCSEs and functional skills awards in English and mathematics.
- Leaders propose that pupils will experience a linguistic, mathematical, scientific, technological, human and social, aesthetic and creative education. Physical education will be provided when this is deemed appropriate for each pupil.
- The curriculum policy, plans and schemes of work do not undermine fundamental British values.
- Leaders propose that pupils will receive a bespoke curriculum based on their specific additional needs. This includes those pupils with an education, health and care plan (EHC plan). Leaders intend to assess pupils' abilities when they start at the school. This will include information received from each pupil's previous school and conversations with parents and carers.

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

- Leaders aim to provide pupils with impartial careers advice and guidance. This will enable pupils to learn about employability skills and about how to apply for future employment, education or training.

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

- Leaders intend to appoint appropriately qualified teachers and support staff with experience in working with pupils with special educational needs and/or disabilities (SEND). Staff will have a good understanding of pupils' aptitudes and needs when preparing lessons.
- Leaders have procedures and policies in place to ensure that pupils acquire new knowledge and make good progress. Leaders will ensure that teachers have good

subject knowledge, present well-planned lessons and use effective teaching methods. Leaders plan to check the quality of pupils' work and visit lessons frequently.

- Leaders will ensure that individual pupils' progress and assessments will be discussed at weekly multi-disciplinary team (MDT) meetings. Daily written pupil reports will be shared with parents and the MDT. These reports will include how well pupils are communicating, improving their relationships and engaging with their work.
- The school is likely to meet all the independent school standards (the standards) in this part.

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

Paragraphs 2(2), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2A(1), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2), 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 have plans to deliver personal, social, health and economic (PSHE) education through the 'Life' curriculum. This curriculum aims to equip pupils with the knowledge and skills that they will need to be prepared for life in modern Britain.
- The PSHE curriculum contains age-appropriate relationships and sex education (RSE). For example, pupils will learn the importance of peer pressure, consent and contraception. A copy of the RSE statement is published on the school's website.
- The PSHE curriculum encourages respect for other people, paying regard to the protected characteristics set out in the Equality Act 2010.
- The PSHE curriculum will give pupils the opportunity to learn about faiths and cultures that are different to their own. Pupils will learn about the democratic process and take part in local and national fundraising events.
- Leaders aim for pupils to develop their self-esteem and self-confidence. Pupils will learn about the dangers of drug and alcohol misuse. They will learn the importance of maintaining a healthy lifestyle.
- 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(1), 32(1)(c)

- Leaders understand how to create a strong safeguarding culture. There are effective procedures and policies in place to help keep pupils safe.
- Leaders have ensured that the designated safeguarding lead has received the necessary training.
- There are appropriate systems in place for staff to record any concerns that they have regarding pupils' welfare. Any pupils with safeguarding and/or welfare concerns will be discussed at the weekly MDT meetings.
- The safeguarding policy considers government guidance. It is available for parents to download from the school website.

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

- Leaders have developed suitable behaviour and anti-bullying policies. These will help to ensure that pupils are rewarded for behaving well, attending frequently and being

organised.

- Pupils will learn about the different types of bullying, and the harmful impact of each.

Paragraphs 11, 12, 13

- Appropriate health and safety and first-aid policies are in place.
- The premises underwent a fire risk assessment in December 2021. The proprietor has ensured compliance with the Regulatory Reform (Fire Safety) Order 2005. There are already frequent checks made on the suitability of fire extinguishers and call points. Other parts of the building are checked daily for potential defects. These checks will help to keep pupils safe. Emergency and external lighting are present.
- Pupils will receive any required first aid and further treatment from the qualified medical staff on site. Records will be kept of any accidents.

Paragraphs 14, 15

- The proprietor will ensure that pupils are properly supervised through the appropriate deployment of school staff. Staffing numbers will depend upon pupils' additional needs and their individual risk assessments.
- Leaders have ensured that the admission and attendance registers meet requirements. This information will be stored electronically.

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

- There is an appropriate risk assessment policy. It outlines how risks will be assessed and managed in a range of different situations.
- Pupils will have their own risk assessments in place. The MDT will carefully review these each week. The MDT will also make any decisions around any pupil off-site visits.
- 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), 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)

- Leaders have received appropriate safer recruitment training. They are aware of all the necessary checks that need to be undertaken before a member of staff can begin working at the school. These checks include those undertaken for supply staff.
- The single central record contains the necessary statutory information.
- 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)

- The premises are a new build. They house the residential, clinical and education provisions together in one building.

- Pupils will have their own ensuite facilities in their bedrooms. Therefore, they will have access to a shower and toilet during the day. The washing facilities have adequate supplies of hot and cold water. The hot water does not pose a risk of scalding.

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

- Pupils will use their own bedrooms should they require short-term care in case they are sick or injured.

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

- Classrooms have appropriate acoustics and lighting.
- Leaders have ensured that the building is maintained to a good standard.

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

- Cold water is available for pupils to drink and is clearly marked as such. The drinking water is separate from the toilet facilities.

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

- There is a suitable outdoor area. This will enable pupils to participate in physical education in line with pupils' additional needs and the school curriculum.
- 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)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(g)

- The school has a website that includes all the required information. Parents can request paper copies of school policies. Contact details for the headteacher and proprietor are listed on the website.
- Leaders will annually publish pupils' academic performance. Leaders know to submit financial information to local authorities and to share EHC plans at annual review meetings with the relevant agencies. The headteacher will provide parents with frequent reports of their child's progress and attainment.
- 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 is available for parents on request. It contains all the relevant information. For example, it allows for initial concerns to be raised informally. Parents can be accompanied to any meeting held in the event of a complaint reaching the formal stage.
- Leaders will retain a record of all complaints. This will be made available during inspection.
- 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 proprietor has ensured that leaders have good skills and knowledge appropriate to their roles. This is likely to ensure that the independent school standards are consistently met.
- Leaders are knowledgeable regarding the specific and complex needs of the pupils. They are committed to actively promoting the physical, social, emotional and mental health of the pupils.
- The school is likely to meet all the standards in this part.

Schedule 10 of the Equality Act 2010

- Leaders have developed a suitable accessibility plan. It is available on the school's website.
- 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	149343
DfE registration number	830/6054
Inspection number	10249353

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	Independent school
School status	Independent special school
Proprietor	Ellern Mede School Limited
Headteacher	Adel Shirbini
Annual fees (day pupils)	£33,250 (£175 per day)
Telephone number	02089 597774
Website	ellernmedeschools.com
Email address	adel.shirbini@ellernmede.org
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 to 18	11 to 18
Number of pupils on the school roll	Not applicable	12	12

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	Variable
Number of part-time pupils	Not applicable	0

Number of pupils with special educational needs and/or disabilities	Not applicable	12
Of which, number of pupils with an education, health and care plan	Not applicable	12
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	12

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	To meet pupil needs
Number of part-time teaching staff	Not applicable	To meet pupil needs
Number of staff in the welfare provision	Not applicable	Not applicable

Information about this proposed school

- Ellern Mede Derby School is part of Ellern Mede School Ltd. The school is located in Breaston, Derbyshire.
- The proposed school will cater for pupils with a wide range of eating disorders and complex social, emotional and mental health difficulties. Pupils will be funded by local authorities from around the country. Most pupils are likely to have EHC plans.
- Pupils will live on site in their own ensuite bedrooms. Pupils will receive clinical, therapeutic and multi-disciplinary support from separate teams. These include a psychologist, dietician, nutritionist, occupational therapist and social worker.
- The proposed school is unlikely to use the services of any alternative provisions.

Information about this inspection

- This was the proposed school's first pre-registration inspection. It was commissioned by the Department for Education to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open.
- The inspector met with the headteacher, the head of site and the humanities leader. He held a telephone call with the proprietor.
- The inspector conducted a tour of the proposed site. He scrutinised a wide range of documentation, including policies, schemes of work and the school's website.
- The inspector checked the arrangements for safeguarding and staff's recruitment.

Inspection team

Peter Stonier, lead inspector

His Majesty's Inspector

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