

# Inspection of Ellern Mede Derby School

96 Draycott Road, Breaston, Derby DE72 3DB

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Inspection dates: 19 to 21 September 2023

<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?**

This is a school where pupils learn the right thing at the right time. Leaders ensure that there is a close link between the education and clinical provisions. There is a common ambition for pupils to 'reach their fullest potential as both individuals and as part of a community'.

Staff know pupils well. Over time, pupils engage well with their education. They value the personalised education programmes they follow. Pupils talk positively about how staff shape the learning around what interests and motivates the pupils. One pupil described how teachers have designed a curriculum that builds specifically on their love of current affairs and debating.

The 'code of practice' helps pupils understand what is expected of them. Pupils do their best to live up to these expectations. Key teachers ensure that pupils are listened to and have a voice. When pupils do need help, it is put in place quickly. This help is proportionate and well tailored.

Pupils are kept safe. The school's joint work with the hospital's multi-disciplinary team ensures that everyone understands their responsibilities.

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

The school has designed a curriculum that is bespoke to the pupils that it serves. The curriculum takes account of what pupils have studied before, as well as considering their needs and interests. Teachers plan sequences of lessons that build on what pupils know. Pupils remember what they have learned. For example, one pupil spoke confidently about the 'Woman in Black' novel and described the features that made this a gothic text.

Teachers use assessment well. They check carefully on how well pupils learn curriculum content. Individual 'records of learning' are updated daily and evaluated each week. Over time, these records build a detailed chronology of what pupils do well and where they need extra support.

The curriculum is suitably broad. It enables pupils to work towards essential qualifications. However, the curriculum does not consider pupils who are at an early stage of learning to read. This means that any pupils who struggle to read when they join the school do not get the help they need.

Pupils' special educational needs and/or disabilities are comprehensively understood and accounted for. A wide range of professionals monitor pupils' progress each week. There is a well-joined-up approach. Any changes to pupils' provision are implemented swiftly and then checked closely to ensure that they have the desired impact.

Pupils benefit from a well-planned and sequenced programme of personal, social and health education (PSHE). This ensures that pupils learn about life in modern Britain. They understand what constitutes fundamental British values and they know why these are important. Leaders have started to enrich the curriculum and provide opportunities that nurture and stretch pupils' talents and interests. This includes visits from motivational guest speakers and virtual visits to locations across the world. However, this work is at a relatively early stage. There are too few opportunities to broaden pupils' wider experiences beyond the curriculum.

Leaders have a clear purpose and vision. They are determined that all pupils will continue to learn what is right for them when it is right. This ambition is shared across the staff team. Staff are proud to work at the school. They say they get the resources and training they need to carry out their roles effectively. There is a united understanding of what needs to be done to keep pupils safe.

Pupils are well prepared for the next stage of their education, training or employment. Comprehensive transition arrangements are in place for when pupils leave the school. These arrangements ensure that everyone understands their role.

The school meets the independent school standards. The proprietor and senior leaders have ensured that the school's site promotes pupils' welfare, health and safety. The school's safeguarding policy is available on its website. Effective policies and procedures are in place, including for first aid, health and safety and fire safety. The school risk assesses the activities in which pupils engage. The school complies with schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- The curriculum does not take account of pupils who are at the earliest stages of learning to read. This means that pupils who struggle to read do not get the help they need. The school should ensure that the curriculum is designed to provide appropriate support so that all pupils learn to read accurately and fluently.
- The school provides some opportunities to nurture, develop and stretch pupils' talents. However, this work is at a relatively early stage. It is not planned systematically. The school should ensure that the curriculum provides a wide range of well-planned experiences to enhance pupils' skills and interests.

## **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>	149343
<b>DfE registration number</b>	830/6054
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10286503
<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>	9
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	Ellern Mede School Limited
<b>Chair</b>	Peter Curtis
<b>Headteacher</b>	Adel Shirbini
<b>Annual fees (day pupils)</b>	£35,530
<b>Telephone number</b>	0208 9597774
<b>Website</b>	<a href="http://www.ellernmedeschools.com/derby-school">www.ellernmedeschools.com/derby-school</a>
<b>Email address</b>	<a href="mailto:adel.shirbini@ellernmede.org">adel.shirbini@ellernmede.org</a>

## Information about this school

- Ellern Mede Derby School provides therapeutic education for pupils who have eating disorders and complex social, emotional and mental health needs.
- The school operates from Ellern Mede Derby Hospital, 96 Draycott Road, Breaston, Derby, DE72 3DB.
- The school is part of the Ellern Mede group of schools. The school shares its headteacher with three other schools in the group.
- The school is registered to provide education for up to 12 pupils.
- Students who are above the compulsory school age pursue a curriculum that is appropriate to their needs, including preparing them for adulthood.
- The school was registered by the Department for Education on 17 November 2022. This was the school's first standard inspection.
- The school does not use the services of any alternative education provisions.

## 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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in English, PSHE, art and music. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors held discussions with leaders responsible for the provision for pupils with special education needs and/or disabilities and the proprietor.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record. They took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took account of the responses to Ofsted's survey, Ofsted Parent View,

and written comments from parents.

- Inspectors reviewed a wide range of documentation and spoke to leaders to check compliance with the independent school standards.

### **Inspection team**

Vic Wilkinson, lead inspector

His Majesty's Inspector

George Huthart

Ofsted Inspector

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