

# Inspection of Nanpantan Hall Nurture Centre

The Coach House, Nanpantan Road, Loughborough LE11 3YF

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Inspection dates: 6 to 8 February 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Requires improvement
Does the school meet the independent school standards?	Yes

## **What is it like to attend this school?**

Parents and carers are overwhelmingly supportive of this small school. They typically describe the school as 'transforming', 'trusting', 'aspiring' and 'healing'. Parents say that the school has helped enable their families to do more together since their children joined. One parent captured the sentiments of everyone when they said: 'This school has been a game changer for my son. He is getting the support, care and education that he deserves from staff that are well trained and family centred.'

Relationships between staff and pupils are exceptionally positive. Staff understand pupils' individual needs well. Expectations are high and pupils strive to live up to these. Pupils are taught how to regulate their emotions and behaviour. They receive close and trusting support from adults. Pupils display exemplary attitudes towards learning. They want to attend school. Levels of attendance are consistently high. All pupils say they feel safe in school.

The school's comprehensive programme for pupils' personal development strongly supports their academic achievement. All pupils take part in a wide range of activities that inspire and develop their talents, including those linked to the mini and junior Duke of Edinburgh Award schemes. As pupils grow in self confidence and self-esteem, they thrive, academically and socially. They achieve remarkably well.

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

The success of the school is rooted in strong, stable and reflective leadership. The school's vision for pupils to be 'ready for anything' is grounded in high expectation alongside deeply personalised support. The needs of the pupils come first. Leaders ensure that staff enact and build on the information and targets contained in pupils' education, health and care (EHC) plans.

The school invests in the professional learning of all staff. Staff value these opportunities. They swiftly apply their learning to support pupils. Staff are proud to uphold the nurturing ethos of the school. Morale is buoyant. Staff appreciate leaders' support for their workload and well-being. They, along with pupils, enjoy spending time with Jasper, the school's emotional support dog.

Pupils study a broad, ambitious and well-crafted curriculum. Subject content is thoughtfully sequenced, building pupils' knowledge and skills step by step. Teaching is responsive to pupils' individual needs. Pupils' academic learning is strongly connected to their personal well-being and development. Staff help pupils to reflect on their learning during 'champion time' sessions throughout the day. Daily checks identify pupils' successful achievements. Staff incentivise pupils' learning by offering a choice of 'privilege time' activities. These opportunities further develop pupils' interests and social interaction skills. In turn, the school's holistic approach promotes pupils' readiness for learning and life in modern society.

Staff have strong subject knowledge. They use this to invite and inspire pupils to learn. Pupils value opportunities to make choices about how they learn. Teachers and mentors question pupils well. They quickly identify and remedy any misconceptions pupils may have.

Staff recognise that reading is a key life skill. They ensure that all pupils develop the skills they need to read with accuracy and fluency. Staff are well trained to deliver the school's phonics programme. Pupils who need extra help receive this without delay. Daily opportunities for guided reading, in turn, nurture a love of reading. Pupils display a growing desire to read for pleasure. The impact of the reading curriculum is remarkable. Parents share their joy in watching their children quickly becoming avid readers.

Opportunities for pupils' spiritual, moral, social and cultural development are exceptionally well integrated into the life of the school. Staff show an unwavering commitment to these aspects of learning. A wide range of rich experiences help pupils to understand more about the world around them. For example, pupils attend theatre productions, visit places of worship and attend services of remembrance. Pupils enjoyed an autumn hiking challenge developing their teamwork skills as well as personal resilience.

Pupils have a strong understanding of treating people equally and respectfully. They enjoy discussing moral issues, particularly in the school's debate club. Pupils understand the British values, including democracy, respect and tolerance. They embrace these values in their conduct with others. Pupils are highly considerate of each other and staff.

The proprietor, along with leaders, has a strong understanding of the school's strengths and priorities for development. They regularly invite external experts to help check the accuracy of their own procedures and evaluations, including for the school's premises, health and safety and the curriculum. The proprietor ensures that the premises are well maintained. They also ensure that pupils, and staff, have access to the resources they need to secure effective learning.

The proprietor ensures that the school consistently and securely meets all the independent school standards (the standards). All policies reflect the latest statutory guidance. The school makes sure that all policies are implemented effectively, including those for safeguarding, risk assessment, behaviour and attendance. The school complies with schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

## 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>	147734
<b>DfE registration number</b>	855/6048
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10286471
<b>Type of school</b>	Other Independent Special School
<b>School category</b>	Independent School
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	11
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Serenity Education Ltd
<b>Chair</b>	Lisa Furborough
<b>Headteacher</b>	John Furborough
<b>Annual fees (day pupils)</b>	£42,000 to £49,000
<b>Telephone number</b>	01509 320178
<b>Website</b>	<a href="http://www.nanpantanhallnurturecentre.co.uk">www.nanpantanhallnurturecentre.co.uk</a>
<b>Email address</b>	<a href="mailto:office@nhnurturecentre.co.uk">office@nhnurturecentre.co.uk</a>
<b>Date of previous inspection</b>	26 to 28 October 2021

## Information about this school

- Nanpantan Hall Nurture Centre is an independent special school. The school is a specialist provider for pupils diagnosed with autism. All the pupils who attend the school have an EHC plan.
- The school opened in August 2020. It is registered to provide education for up to 20 pupils. There are currently 11 pupils on roll aged between five and eleven. All pupils currently at the school are male.
- The school does not make use of any alternative education provision.

## 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed the continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the co-directors of Serenity Education Limited, who are also the headteacher and business director of the school.
- Inspectors met with a range of staff, including leaders for safeguarding and the school's coordinator for pupils with special educational needs and/or disabilities (SEND).
- The lead inspector spoke to the school's external improvement adviser by telephone.
- Inspectors carried out deep dives in reading, mathematics and personal, social, health, citizenship and economic (PSHCE) education. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, and looked at samples of pupils' work. The lead inspector listened to some pupils read.
- Inspectors also considered the school's curriculum plans and visited some lessons for creative learning, forest school, physical education and science.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; reviewed safeguarding records; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors observed pupils' behaviour in lessons and around the school site during playtime and the school's 'privilege time'.
- Inspectors considered the responses to Ofsted Parent View, including all free-text responses. The lead inspector also met with five parents of pupils attending the school. The responses to Ofsted's surveys for staff and pupils were also reviewed.
- Inspectors reviewed a range of documents, including: a wide range of school policies; the school's risk assessments for a variety of planned activities; records relating to pupils' behaviour and attendance; individual EHC plans; documents relating to health and safety standards; and the school's self-evaluation and development plan.
- To check the school's compliance with the standards, inspectors also considered all relevant documentation and conducted a tour of the school site to assess the school's premises and facilities.

### **Inspection team**

Chris Stevens, lead inspector

His Majesty's Inspector

Steven Barnes

Ofsted Inspector

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