

Miller House School

58 Stoneygate Road, Leicester LE2 2BN

Inspection date

13 August 2025

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

Paragraphs 2(1) to 2(2)(b), 2(2)(h), 2(2)(i), 3 to 4.

- The proposed school will admit pupils with social, emotional, mental health (SEMH) needs and autism. It will focus on helping pupils develop communication and interaction skills.
- All pupils that will attend this proposed school will be in receipt of an education, health and care (EHC) plan.
- The proposed school aims to help pupils to become 'successful learners, confident individuals, and responsible citizens'. To achieve this, it will offer a flexible curriculum that reflects pupils' needs and attitudes. Pupils will follow either a formal pathway or a semi-formal curriculum and some will experience a blend of both. The curriculum will also support pupils' social and emotional health through planned activities in horticulture, sports and catering.
- When pupils join the school, they will go through an induction period. During this time, staff will assess each pupil's needs and abilities to create a tailored curriculum. Teachers and therapeutic staff plan to carry out checks to ensure that pupils make progress through the curriculum.
- The proposed school has developed curriculum overviews and schemes of work for a range of subjects. Leaders intend to provide breadth of experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. An age-appropriate phonics programme will be used for pupils at the early stages of reading.
- Therapeutic interventions, including occupational therapy and trauma-informed approaches, will form important features of the school's work. Information from the various therapies will inform personalised curriculums and support for pupils.
- The curriculum will provide meaningful opportunities for pupils to understand the values that reflect modern society.

- Pupils will have the opportunity to gain accreditation and qualifications in a range of academic and vocational courses. These qualifications plan to help pupils to progress towards suitable next steps that meet their interests and needs, as appropriate.
- The school and its proprietor have set up monitoring procedures to check how well pupils gain new knowledge and progress from their starting points. The school will measure the impact of its work against each pupil's EHC plan as well as the planned curriculum.
- The proprietor is committed to ensuring that teachers have the appropriate subject knowledge and expertise to teach the curriculum. For example, the proprietor will further support staff's professional development through training, networks and opportunities to work with other schools.
- Parents will receive assessment information through termly reports and parent consultation events.

Paragraphs 2(2)(d) to 2(2)(d)(ii)

- The school will follow an appropriate scheme of work for personal, social, health and economic (PSHE) education that matches each pupil's needs and stage of development. The curriculum will place strong emphasis on physical and mental health, well-being, the rule of law, financial understanding and character development. It will also encourage pupils to respect diversity, in line with the Equality Act 2010.

Paragraphs 2(2)(e) to 2(2)(e)(iii)

- The proposed school will provide impartial careers guidance, including work experience and support to prepare pupils for their next steps in education or training. The curriculum, school environment and resources will help to prepare pupils for real-life situations they may face in the community or workplace. For example, the immersion room will simulate scenarios, such as visiting shops or experiencing different parts of the world.

Paragraphs 2A(1), 2A(1)(b), 2A(1)(d) to 2A(3)

- The proposed school has developed a relationship and sex education (RSE) policy. This policy is supported by schemes of learning that are age-appropriate. This provision has due regard to government guidance.
- The proposed 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 5 to 5(d)(iii)

- The curriculum includes clear opportunities to support pupils' spiritual, moral, social, and cultural development. Pupils will learn about protected characteristics, make positive contributions to their local community, and explore the role of public institutions and services in the United Kingdom.
- The PSHE curriculum has a clear focus on fundamental British values, such as democracy and mutual respect. The proposed school plans to enable pupils to study

and engage with a range of cultural and religious celebrations as well as charity events.

- The proposed school intends to provide pupils with a balanced presentation of views.
- The proposed school is likely to meet all the requirements of the standard in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b)

- The proprietor has set clear policies and procedures to build a strong safeguarding culture in the school. Staff will take part in a detailed induction and receive specific safeguarding training, including how to use the school's electronic system to record concerns.
- Leaders are alert to the contextual safeguarding risks that pupils could potentially face. They understand how to work with multiple local authorities to keep pupils safe.
- Suitable systems are in place to monitor and filter pupils' online activity in school.

Paragraphs 9 to 10

- The proprietor has a suitable behaviour policy in place. There is also an appropriate anti-bullying policy. These policies pay regard to the needs of pupils in the proposed school. The school will support pupils to 'connect, co-regulate, and co-reflect' when they need emotional help. Suitable rewards systems are in place.
- As part of their induction, staff will complete training that includes behaviour, de-escalation, trauma and therapeutic approaches and the use of restrictive physical intervention. Suitable policies and procedures are in place for the use of these strategies.
- Staff will use daily meetings at the start and end of the school day to evaluate and modify the approaches used to support pupils' welfare, health and safety.
- The proprietor has set up a system for staff to record and report incidents of poor behaviour, bullying and restrictive physical intervention. The proprietor and school leaders will review all recorded incidents. They plan to analyse the information to spot patterns and further tailor support for pupils.

Paragraphs 11 to 13

- The proprietor has suitable health and safety policies in place. There is a schedule for systematic checks that the school will undertake for aspects of health and safety, as appropriate.
- The proprietor has ensured that the school is compliant with the Regulatory Reform (Fire Safety) Order 2005. It has used external expertise to update the fire risk assessment. Signs and emergency lighting are in place. Tests of fire alarms will be logged and carried out at suitable intervals.
- The school has appropriate plans for ensuring the arrangements for first aid are in place. Staff will be trained as part of their induction to administer first aid.

Paragraph 14

- The proposed school has plans to ensure that staffing levels will provide appropriate supervision of pupils throughout the school day.

Paragraph 15

- Leaders plan to monitor the admission and attendance information. The admission register complies with statutory requirements. The proposed school understands its responsibility to take appropriate and timely action should a pupil not attend school and the reason for the absence is unknown.

Paragraphs 16 to 16(b)

- The proprietor has a strong understanding of its responsibilities related to risk management. The proposed school's risk assessment policy outlines the processes to identify, assess and manage potential risks in different situations. Leaders plan for risk assessments to be reviewed as necessary.
- The proposed school is likely to meet all the standards in this part.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2) to 18(2)(e), 18(3), 19(2) to 19(2)(d)(ii), 19(3), 20(6) to 20(6)(c), 21(1) to 21(3)(b), 21(5) to 21(5)(a)(ii), 21(5)(c), 21(6)

- The proprietor knows and understands its safer recruitment responsibilities. The school will ensure that all relevant checks are undertaken before adults are permitted to work with pupils. These checks will be recorded in the single central record.
- Records relating to the proprietor are included on the proposed school's single central record. All suitability checks, including those relating to the leadership and management of a school, have been carried out.
- Members of the body of proprietors and the headteacher have completed appropriate training to support the appointment of suitable staff to work in the school. As pupil numbers increase, appropriate plans to recruit additional teachers and support staff are in place.
- The induction documentation for new staff makes it clear that they will undergo a full suite of safeguarding and other appropriate training on appointment.
- The proprietor knows the checks that it needs to make when using supply staff. It knows that this information must be recorded on the single central record.
- The proposed school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1) to 24(1)(b), 24(2) to 29(1)(b)

- The proposed premises are on the site of a former school. The accommodation spans three floors. The building has been refurbished to a high standard.
- Several adaptations have been made to the premises to meet the needs of the pupils the school intends to admit. For example, additional spaces have been made available to support pupils' well-being, and ceiling tiles are designed to enhance acoustics by reducing noise levels.

- The accommodation comprises of many classrooms, a kitchen, dining hall, an immersion room, sensory and well-being spaces and suitable outdoor areas. All rooms are bright and airy, with appropriate lighting.
- There are two further buildings to the rear of the school that are not currently part of the school's accommodation. These are likely to be utilised in the future.
- There are separate toilets for the sole use of pupils. They are lockable from the inside. There are suitable disabled toilets. Staff toilets are in addition to these facilities. Hot water does not pose a scalding risk.
- Pupils will have access to changing and showering facilities.
- The premises include a suitably equipped medical room for the treatment of sick or injured pupils. There is a toilet nearby. The medical room has secure, lockable storage for pupils' medication.
- The proposed school site is suitably secure. Pupils will arrive and leave through the school's car park at the rear of the premises.
- Outdoor spaces are suitably lit. They include spaces for pupils to participate in sports as well as quieter areas for pupils to socialise.
- The proprietor has established systems to actively monitor and maintain the premises, ensuring the health, safety and welfare of both pupils and staff.
- The proposed school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraphs 32(1) to 32(1)(d), 32(1)(f) to 32(1)(i), 32(2) to 32(2)(b), 32(2)(b)(ii) to 32(3)(g)

- The proposed school will publish its website should it receive permission to open.
- When pupils join the proposed school, they and their parents and carers will receive information about the school's procedures and systems for admissions, behaviour expectations, the curriculum and safeguarding. All essential documents, including those related to safeguarding, will be available in writing on request and will also be published on the school's website.
- The proposed school intends to provide termly reports on pupils' progress and attainment to parents. School reports will provide a holistic picture of a pupil's progress, including information on academic and personal development and emotional health and well-being.
- The proposed school is aware that any inspection reports and examination results need to be made available on the school's website once released.
- The proposed school is likely to meet all the requirements of the standard in this part.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The proposed school has a suitable complaints policy. The policy sets out the procedures to follow should a parent wish to make a complaint. It sets out what

parents should do if they are not satisfied with the response to, or outcome of, a complaint. The policy identifies informal and formal processes with appropriate timescales. It includes how records of any complaints received and subsequent actions taken by the school will be recorded and retained.

- The proposed school is likely to meet all the requirements of the standard in this part.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- The proprietor has a proven track record in the leadership and management of independent special schools. It has developed checks to quality assure the work of its schools.
- The proprietor has developed systems and processes to ensure that the school meets the independent school standards. These systems will monitor the quality of education pupils will receive, as well as their health, safety and welfare.
- Leaders have relevant experience of school leadership, curriculum development and the provision for pupils with special educational needs and/or disabilities (SEND). They demonstrate a clear understanding of the requirements relating to the independent school standards.
- The proposed school plans to have a governing body. This body will provide additional support and challenge for the school alongside the proprietor. A chair of the governing body has been appointed.
- The proposed school is likely to meet all the requirements of the standard in this part.

Schedule 10 of the Equality Act 2010

- The school has an appropriate accessibility plan. It sets out how the proposed school will make adaptations to meet the requirements of the Equality Act 2010, including how pupils with SEND can access the curriculum and the school site.
- 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	151860
DfE registration number	856/6040
Inspection number	10404427

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	Other independent special school
School status	Independent day school
Proprietor	Acorn Care and Education Limited
Chair	Ed Hall
Headteacher	Gaynor Donley-Williams
Annual fees (day pupils)	£62,665 to £92,665
Telephone number	0116 2081368
Website	www.millerhouseschool.co.uk
Email address	info@millerhouseschool.co.uk
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	11-16	11-16
Number of pupils on the school roll	Not applicable	80	80

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	80

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	80
Of which, number of pupils with an education, health and care plan	Not applicable	80
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	80

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	14
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	9

Information about this proposed school

- Miller House School is a subsidiary of Acorn Care and Education Limited, which is part of Outcomes First Group.
- The proposed school's address is 58 Stoneygate Road, Leicester LE2 2BN. The building is located on the site of a former independent school.
- The proposed school intends to be an independent special day school for pupils with SEMH needs, communication difficulties, social, emotional and autism. All pupils will have an EHC plan. All placements will be commissioned by the local authority where the pupil resides.
- It is proposed that the school will provide full-time education for up to 80, mixed-gender pupils, aged between 11 and 16 years.
- The proprietor intends to open the school in September 2025. A headteacher, a deputy headteacher and an assistant headteacher have been appointed. The proposed school intends to increase the number of pupils on roll gradually over the course of the first year of operation. Proposed staffing appointments will be made in preparation for pupils' admissions.
- The proposed school is unlikely to use the services of alternative provisions.

Information about this inspection

- The inspection was commissioned to determine whether the proposed school is likely to meet the standards if it is given permission to open.
- This is the school's first pre-registration inspection.
- The inspector held discussions with the representatives of the proprietor body, the headteacher and deputy headteacher of the proposed school.
- The inspector undertook a tour of the proposed school premises to evaluate its suitability for the purposes of being an independent special school.
- The inspector reviewed various policies and documents, including those related to: the curriculum; safeguarding; behaviour; risk assessment; health and safety; first aid and fire safety; RSE; complaints and admissions. The single central record was also considered.

Inspection team

Shaheen Hussain, lead inspector

His Majesty's Inspector

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