

Miller House School

Address: 58 Stoneygate Road, Leicester, LE2 2BN

Unique reference number (URN): 151860

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- Insufficient evidence: Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Achievement

Expected standard 

As the school has only recently opened, it is too soon to see the full impact of the curriculum on pupils' academic performance over time. However, there are many positive achievements evident. Many pupils have missed significant periods of education. Many have not had positive experiences of education historically. From these complex starting points, pupils' needs are identified and met well. As a result, pupils become increasingly engaged with the curriculum and go on to learn successfully.

Pupils who have been at the school the longest are progressing well and catching up. They can recall what they have learned with increasing confidence and accuracy. Those who have joined the school more recently engage positively with the curriculum, which represents an achievement in itself. However, it is too early to see the full impact of the school's work on this group.

Taking pupils' starting points into account, they achieve well. They are becoming increasingly well prepared for their next steps.

Attendance and behaviour

Expected standard 

Leaders have a relentless focus on pupils' attendance. They monitor and evaluate attendance trends and patterns meticulously. They take swift and decisive action where attendance falls short of their expectations. No pupil slips through their net. Where needed, attendance action plans are put in place. These are detailed, robust and fit for purpose. Pupils, parents and carers contribute to their design. They have a positive impact. Overall, from their relative starting points, the attendance of all pupils is positive and continues to improve.

As pupils join the school, leaders carry out a detailed analysis of what helps them to behave positively and what may negatively affect their behaviour. Individual plans are put in place to ensure that these factors are fully taken account of. The school's behaviour policy is underpinned by clear expectations and a nurturing ethos. It aims to build positive relationships, celebrate good behaviour and achievement and recognise success on an individual basis. This is comprehensively understood and applied by staff. Pupils' behaviour is typically calm and respectful. They are provided with well-tailored and skilful support when they find things challenging. The school keeps detailed records of incidents and uses this information to identify trends and patterns over time. Leaders use this analysis well to bring about further improvements, enabling pupils to develop increasingly positive attitudes towards their learning.

Curriculum and teaching

Expected standard 

The school's curriculum is well organised. Across all subjects, it makes clear what pupils should know and remember at each stage of their education. Leaders continue to refine content to reflect the needs of its growing pupil population.

Leaders have a secure understanding of the quality of teaching. They know where it is working well and where improvements can be secured. On the whole, teaching is effective. It takes account of pupils' varied starting points. Activities are typically well selected. However, in a small number of cases, teachers do not check closely enough on what pupils already know. As a result, they sometimes set work that is either too easy or too difficult.

On the whole, teachers check effectively for gaps in pupils' basic knowledge and understanding. They identify the essential elements that pupils are missing. However, this is not always done consistently well. Leaders recognise this and have put in place a system of checks to identify these missing elements. This work is fit for purpose but remains at an early stage of implementation.

Pupils who are at the early stages of learning to read are taught a well-organised phonics programme. This results in pupils knowing and remembering the sounds that different combinations of letters make. However, leaders do not have a fully rounded view of how well the programme is working and where improvements can be made.

Inclusion

Expected standard 

The school is inclusive. It knows all pupils well and understands the barriers they face. It puts bespoke, individual plans in place to support pupils' personal development and their academic achievement. These plans accurately identify pupils' needs. Leaders regularly check to ensure that the help that is put in place is working as it should.

As a result of regular training, staff know how to cater for pupils' special educational needs and/or disabilities. Staff know how to support pupils who have faced traumatic situations. They know how to best support pupils with autism. The clinical team provides a wide range of expertise and well-tailored training.

The school plays close attention to the long-term targets set out in pupils' education, health and care plans. These are distilled into shorter-term goals. The quality of these shorter-term targets has increased significantly over the course of the year. They are now typically fit for purpose.

The school plays an active role in supporting pupils who are known to, or have previously been known to, social care. It works effectively with external agencies. The school fulfils its responsibilities regarding pupils who are looked after. It works closely with the virtual schools from various local authorities to jointly plan the help and support that is provided.

Alternative provision is used appropriately. The school has robust processes in place to ensure that placements are suitable and safe.

Leadership and governance

Expected standard 

Leaders know their school well. They know what is working positively and where further improvements are needed. They have created a caring and nurturing school where pupils are put first. They have built a cohesive and ambitious team of staff who share their ambition to 'nurture dreams and build futures through care, compassion, quality and impact'. Leaders continue to grow pupil numbers steadily, ensuring that it has the capacity to meet pupils'

needs. Pupils are proud of their school, the successes that it has supported and the progress that they are making.

Staff are proud to work at the school. They value the broad range of training that they receive. They consistently report that this helps them to carry out their roles with increasing effectiveness. Those who are at the early stages of their teaching careers are well supported. Leaders take good account of staff's workload and wellbeing. Staff benefit from a broad range of support and incentives, including access to wellbeing services and, once eligible, a 4-day working week.

The proprietor knows the school well. It has robust and well-established systems in place to check on the effectiveness of the school's work. It uses its insights to provide leaders with an effective balance of challenge and support.

Personal development and wellbeing

Expected standard 

Pupils' personal development is central to the school's work. From a wide range of starting points, the school helps pupils to re-engage with education, build positive relationships and prepare for life in modern Britain.

The personal development offer is underpinned by well-planned and sequenced curriculums for personal, social and health education and relationships and sex education. These clearly identify the knowledge pupils should learn and remember at each stage of their education. Leaders routinely check content to ensure that it reflects pupils' emerging needs.

Pupils learn about the protected characteristics. This is embedded throughout the curriculum and wider school life. Pupils learn to develop tolerance, respect and understanding of others. They are taught the difference between right and wrong. Fundamental British values, including democracy, are promoted well. Through the 'changemakers' school council and 'speakeasy' meetings with leaders, pupils make an important contribution to the direction and ethos of their school.

Pupils' spiritual, moral, social and cultural development is well considered. Pupils benefit from a wide range of enrichment activities throughout the year, including celebrating religious festivals, recycling week, kindness day and 'Fairtrade Fortnight'. Pupils learn how to stay safe, including while online. They are helped to develop their understanding of healthy relationships, including around consent, bullying, drugs and friendships.

Pupils learn about public institutions and services, including the justice system and the police.

Enrichment afternoons provide opportunities for pupils to develop their interests and talents. Pupils relish the broad range of activities such as horse riding, golf, art, cooking, climbing, sports and hiking. Pupils develop independence skills through the school's 'Passport for Independence' programme. A well-planned careers programme supports pupils to engage with employers and explore a suitable range of vocational pathways and providers.

What it's like to be a pupil at this school

Miller House School is a new and growing school. Pupils are getting on well. The school is underpinned by positive relationships. Staff get to know pupils well. They get underneath the skin of the multiple challenges that pupils face. These relationships help pupils to feel happy, comfortable and ready to learn. Barriers are reduced and pupils begin to catch up on the education that many of them have had disrupted. Attitudes to learning become increasingly positive. Pupils feel safe and want to be in school. They are eager to welcome visitors and are proud to show off their school. Attendance is positive.

The school provides many opportunities for pupils to experience new things. These include an extensive range of off-site activities, including equestrianism, mountain biking, golfing, climbing and visits to a wide range of local places. Friday enrichment afternoons see pupils choose from a wide range of activities, including in the sports and the arts. These experiences broaden pupils' horizons and prepare them well for life beyond school.

Pupils are beginning to make an increased contribution to their school. The school council members, known as the 'changemakers', advise leaders on school improvements. Regular pupil voice meetings, known as 'speakeasys', enable each class to speak with senior leaders about how they are getting on in school.

From their relative starting points, pupils' behaviour improves quickly. Once settled, they get on well in lessons and around the school. They play cooperatively on the school's outdoor multi-use games area. They are eager to earn the credits on offer and to celebrate 'star of the week' achievements in assemblies. They value the celebratory postcards that the school sends home. Staff are skilled at managing situations where pupils find things challenging. Those who need help to meet the school's expectations make rapid and significant progress.

Pupils say that bullying is rare. School records confirm this.

Next steps

- The school should ensure that teachers consistently check on what pupils already know and use this to ensure that the work that they set is closely matched to pupils' abilities.
- Leaders should continue their work to ensure that the gaps in pupils' essential knowledge are systemically identified and addressed.
- The school should ensure that it has a fully rounded understanding of how well the school's phonics programme is helping pupils to learn to read.

About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school

standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the chair of governors, senior leaders, a group of staff and pupils. Inspectors met with representatives of the proprietor body.

The inspectors confirmed the following information about the school:

The school caters for pupils with social, emotional and mental health needs and autism. All pupils have an education, health and care plan.

The school provides education for pupils from Leicester City, Leicestershire, North Northamptonshire and Derbyshire.

The school uses one unregistered alternative provider.

The school is located at 58 Stoneygate Road, Leicester LE2 2BN.

This was the school’s first standard inspection since it opened on 26 September 2025. The school admitted 7 pupils in September 2025. The number on roll has risen steadily to 23. The school is registered to admit up to 80 pupils.

The proprietor is Acorn Care and Education Limited. The chair of the proprietor body is Richard Power.

The school’s email address is: info@millershouseschool.co.uk

The fees currently charged are: £62,950.

Gaynor Donley-Williams: Headteacher

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided	Standards met
All standards have been met.	
2. Spiritual, moral, social and cultural development of pupils	Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards met

All standards have been met.

Lead inspector:

Vic Wilkinson, His Majesty's Inspector

Team inspector:

Claire Stylianides, His Majesty's Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.



This data is from 30 June 2026

Total pupils

23

School capacity

80

Pupils with an education, health and care (EHC) plan

23

Pupils with special educational needs (SEN) support

0

Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence ●

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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