

# The Bayleaf Hub

**Address:** Doveside, Burton Road, Egginton, Derby, DE65 6GZ

**Unique reference number (URN):** 151141

## Inspection report: 3 February 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

### Attendance and behaviour

Expected standard 

The school ensures that pupils attend this school regularly. It explores meticulously anything that might get in the way of a pupil attending school well. It does all it can to make sure that pupils enjoy coming to school, which they do. Staff make the school environment a nurturing one. If there are significant challenges that means a pupil struggles to come to school, it supports them well to manage those challenges. The school carefully considers what steps it should take to help pupils to be happy and able to attend. This includes working with external specialists.

The school is a caring and nurturing place. It provides extensive training to enable staff to manage pupil behaviour well. This ensures that staff are confident to support pupils when they find it hard to manage their own emotions. It routinely analyses any incidents relating to pupil behaviour. This ensures that any learning informs how to best support pupils in the future. This leads to an environment of mutual respect and trust, where pupils positively learn.

The school helps pupils to learn to understand their emotions. It teaches them ways of recognising when they feel upset and provides them with strategies to help them to remain calm. This leads to an environment of mutual respect and trust, where pupils positively learn.

### Inclusion

Expected standard 

The school has established an embedded and inclusive culture. Supported by its use of detailed pupil information and assessments, the school identifies pupils' individual needs quickly. These are generally met well. The school works closely with families and a range of external agencies. This collaboration strengthens support and helps pupils to progress. A clear approach is in place, which means pupils typically receive timely and appropriate support.

The school has high expectations of pupils. It goes to great lengths to identify the issues that pupils may have that may slow their learning. It works strategically to reduce these barriers to learning, including how the school supports their wellbeing. For example, when attendance is a concern, it ensures that these pupils continue to receive high-quality education. This includes specialist support and learning delivered off site where appropriate.

The school tracks pupils' progress closely. The school breaks down the targets from the education, health and care plans into precise steps and reviews them termly. It shares this information with staff so that they have the information they need to adapt learning to suit the needs of the pupils. Where there are inconsistencies in the planned learning for pupils, the school supports staff to develop and improve this.

The school has a thorough and well-considered programme for the personal development of pupils. Each aspect is designed to prepare pupils effectively for their lives beyond school. The school makes sure that it understands what each pupil needs and what they can do. It works closely with the organisations, and parents and carers, who know the pupils best. Pupils benefit from experiences tailored to their needs. For example, they visit cafes and learn to interact and manage money. However, the school has identified that the offer could be further extended into the wider community, so that pupils experience a greater range of opportunities.

Pupils develop a secure understanding of right and wrong. They learn to respect the values and beliefs of others. When pupils' views do not immediately align with those expected, the school implements targeted work to help pupils reflect on the origins of their beliefs and to develop a more balanced understanding. The school teaches pupils to recognise and celebrate difference. This is alongside their learning about different faiths and cultures in ways appropriate to their understanding. Pupils learn to appreciate and respect different groups of people.

The personal development curriculum, including relationships and sex education, is suitable and sensitively delivered. For example, pupils learn about their bodies, emotional regulation, healthy relationships and online and offline risks to their wellbeing. They are supported to recognise their feelings and to use strategies to manage them. For example, they use exercise as a means of venting their frustrations.

Disadvantaged pupils benefit particularly well from the school's tailored approach. Practical learning opportunities, such as horse riding, community shopping and cooking activities, build pupils' confidence, independence and social skills. Pupils learn to manage money, make healthy choices and cooperate with others. These experiences help pupils to integrate into the wider community and develop positive relationships.

Guidance about careers is appropriately individualised. When appropriate, pupils are supported to pursue their aspirations through visits to employers. When this is not appropriate, the school prioritises preparation for adulthood by developing pupils' independence, self-care skills and ability to participate safely in society.

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## **Needs attention**

### **Achievement**

**Needs attention** 

The school has not focused securely on developing pupils' fundamental skills, such as reading or letter formation. This means that not all pupils develop the skills to support their future learning quickly enough, or to make as much progress as they could.

Pupils who attend this school have a wide and complex range of needs. Achievement, in some instances, is developing a positive attitude to learning, attending regularly and

developing positive relationships with one another. The school supports pupils well to do this.

The school checks that pupils make progress through their individual curriculums. From where they start, pupils progress. The school makes sure that pupils have the necessary life skills to develop their independence. This includes being able to interact with others and to look after themselves physically and emotionally. The school prepares and supports pupils to undertake national qualifications when it is appropriate. It supports them well to consider future career pathways. Pupils talk positively about how well the school supports them to be ready for the future.

## **Curriculum and teaching**

**Needs attention** 

Teaching is not consistent throughout the school. In some instances, staff do not plan learning activities that are suitably adapted for some pupils. Some staff lack subject knowledge. As a result, resources are not always used well to support learning. For example, pupils learning to read do not read books that are carefully matched to the sounds they know. The school is working on developing teaching in the relevant parts of the curriculum.

The school has a clear understanding of the complex needs of its pupils. It creates bespoke curriculums that prepare pupils for life beyond the school. These are appropriate for each pupil's stage of development. For example, some pupils learn the importance of money. They plan recipes and visit shops to buy the ingredients. This helps pupils to build the knowledge they need to be able to look after themselves. Pupils who are ready, study GCSE subjects.

The school places social, emotional and communication development at the centre of all pupils' curriculums. Staff plan well for pupils to repeat important vocabulary. This provides pupils with the language they need to explain their emotions and communicate with each other.

The school provides training so that each member of staff knows about each pupil's curriculum. Staff check how well pupils are doing. When pupils fall behind, staff generally provide opportunities to revisit the learning pupils need to secure.

## **Leadership and governance**

**Needs attention** 

Leaders identify the appropriate priorities needed to improve the school, although planning for these lack detail and precision. This means that leaders' actions are not focused enough to bring rapid and sustained improvement. For example, they have not acted quickly enough to bring about the necessary actions to improve teaching across some parts of the school. Leaders' attention has rightly been focused on opening a new part of the school. However, this has meant that its improvement focus has not been so precise in other areas of the school. This means that standards have not been maintained and a few of the independent school standards have not been met.

Leaders and the proprietor know the school and its pupils well, particularly those in care and those with special educational needs and/or disabilities. They take decisions in the best

interests of pupils. Leaders effectively role model expectations and coach staff, when those expectations fall short. Professional development is well considered and based on educational research. Through appropriate training, staff develop their skills, particularly to support the emotional needs of pupils. Leaders are mindful of the workload and wellbeing of staff, and support them. Staff and governors collectively know the work to improve the school.

Those responsible for governance fulfil their statutory duties, including safeguarding and equality responsibilities. Governors understand the school's strengths and weaknesses. They provide appropriate support and challenge. Overall, leaders and governors have a clear moral purpose and growing capacity to bring the changes needed over time.

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

Pupils are happy at this school. Relationships between staff and pupils are really positive. They enjoy coming to school and attend regularly. If pupils struggle about coming to school, the school actively seeks to understand their needs. It works hard to support pupils so that they learn and make progress.

Pupils behave well. They develop a real sense of belonging. The school helps pupils to learn how to make the right choices. Staff teach pupils how to recognise their own emotions. Pupils then learn what to do when they experience different emotions. Events such as horse riding help pupils to grow their self-confidence. They also develop their understanding of how to keep themselves safe. Pupils build friendships and learn to interact with one another.

Typically, teachers make learning interesting for the pupils. As a result, they enjoy learning about new things. The school makes sure that staff know any challenges to learning pupils may face. In most cases, the school adapts the learning so that it suits each pupil's individual needs. However, this can be inconsistent. In some instances, the planned learning does not match what pupils can and cannot do. This means that not all pupils make as much progress as they could. This includes learning to read systematically.

The school goes to great lengths to ensure that pupils feel safe. Typically, pupils' previous experiences of attending school have not been positive. Pupils learn that being in school is a positive and good place for them to be. Staff truly care about the pupils in this school.

At the heart of the school's ambition is for pupils to be ready for their next stage in life. Visits to local shops and cafes help to provide pupils with real life skills. They learn the essentials of independent living as preparation for the future.

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## **Next steps**

- Leaders should ensure that development and training supports staff to have the expertise they need to teach pupils how to read effectively.

- Leaders must make sure that the curriculum is taught well throughout the school and adaptations that have been recommended for pupils are implemented consistently well.
  - Leaders should ensure that all pupils are taught the foundational knowledge they need in reading, writing and mathematics in a timely way, so that it supports their future learning and they achieve well.
  - The school should further build its plans for the personal development of pupils, so that it is more extensive and continues to be carefully tailored to the school's context.
  - Leaders should act quickly to address the areas for school development and ensure that the independent school standards are met, particularly ensuring work to embed high-quality teaching and learning across the school is enacted.
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## 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, deputy headteacher, teachers, teaching assistants, the chair of the proprietorial board and 3 governors, including the chair of governors, during the inspection.

The inspectors confirmed the following information about the school:

All pupils who attend this school have a education, health and care plan and have profound and multiple learning difficulties.

The school operates at Doveside, Burton Road, Egginton, Derby DE65 6GZ and The Postern Stables, 57 Postern Road, Burton-Upon-Trent, Staffordshire DE13 9SJ.

The school is registered to admit pupils who are above statutory school age.

This is the first standard inspection since the school was registered by the Department for Education in October 2024.

Proprietor: Bayleaf Care Limited

The fees currently charged are: £91,000

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Headteacher: Wayne Cooper

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## Independent school standards

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

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## 1. Quality of education provided

Standards not met

The following standards have not been met:

Paragraph 3

The standard in this paragraph is met if the proprietor ensures that the teaching at the school–

- (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - (c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
  - (e) demonstrates good knowledge and understanding of the subject matter being taught;
  - (f) utilises effectively classroom resources of a good quality, quantity and range;
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## 2. Spiritual, moral, social and cultural development of pupils

Standards met

All standards have been met.

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## 3. Welfare, health and safety of pupils

Standards met

All standards have been met.

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

Standards met

All standards have been met.

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## 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.

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## 7. Manner in which complaints are handled

Standards met

All standards have been met.

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## 8. Quality of leadership in and management of schools

Standards not met

The following standards have not been met:

Paragraph 34(1)

The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–

- (a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
- (b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and

### Lead inspector:

Mark Anderson, His Majesty's Inspector

### Team inspector:

Janis Warren, Ofsted Inspector

## Facts and figures used on inspection

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

 This data is from 3 February 2026

### Total pupils

# 10

**School capacity**

# 10

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

# 10

**Pupils with special educational needs (SEN) support**

# 0

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## **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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