

Elysian, Liss

Janche Stables, Andlers Ash Road, Liss, Hampshire GU33 7LU

Inspection date

23 October 2025

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 3, 3(a), 3(c), 3(d), 3(f)

- At the progress monitoring visit in March 2025, this independent school standard (the standards) was unmet. Although the school had made positive changes to strengthen the curriculum and improve teaching, planning and delivery were not sufficiently effective. Activities were not always matched accurately to pupils' prior learning. While specialist staff had been appointed and professional development had improved, teaching and assessment remained at an early stage. The learning environment had improved, but leaders had not yet fully evaluated the impact of these changes.
- Since then, the school has strengthened its focus on learning by prioritising improvement to curriculum implementation. Teaching now increasingly reflects the school's curriculum aims, with staff preparing lessons effectively and delivering them using appropriate methods and time management. Leaders schedule lessons with clear consideration of content, learning progression and group dynamics. They evaluate the effectiveness of this approach well, using a rigorous engagement tracker that triangulates pupils' conduct and academic achievement.
- Teaching and learning spaces across the site are well suited to both general use and the needs of pupils. Staff make effective use of a range of environments, including stables, small group rooms, and outdoor areas, all of which are appropriately resourced. Resources support curriculum delivery and enhance engagement. High staffing ratios ensure that pupils receive appropriate, targeted support. This contributes to a personalised and responsive learning experience for pupils.
- Qualified teachers and support staff demonstrate strong capability and deliver well-structured sessions to small groups of pupils. They use their secure subject knowledge to present information clearly and tailor teaching to pupils' aptitudes, needs and prior attainment. Staff base the taught curriculum on accurate assessments of pupils' starting points. They use consistent language and methods. This reflects the positive impact of the school's well-implemented professional development programme.
- Staff personalise pupils' individual provision plans in line with their education, health and care (EHC) plans. They show a growing commitment to inclusive strategies, although

some of the detailed thinking behind these approaches is still developing. The school's provision for pupils' well-being support is a particular strength. Therapeutic staff actively promote pupils' emotional development during sessions. This increases pupils' engagement in their learning. In most lessons, tasks are well considered and adapted appropriately to the needs of the group. For example, in mathematics, staff adapt activities effectively by providing learning aids to support pupils' independence. However, this is not yet consistent across all lessons. Leaders have rightly prioritised this as an area for further improvement.

- The implementation of the school's curriculum now shows a clear focus on preparing pupils for adulthood. Pupils are making secure progress in English and mathematics, achieving qualifications in GCSEs and functional skills, with many also achieving vocational qualifications in other subjects. Practical learning, particularly in animal care, supports both pupils' academic and emotional development, with strong outcomes evident. All leavers successfully transitioned to further education or training. These outcomes reflect a curriculum that is increasingly well embedded and responsive to pupils' needs and aspirations.
- These requirements of the standards inspected in this part are now met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b)

- Safeguarding was judged to be effective at the previous progress monitoring visit and continues to be so. The school's safeguarding policy is fit for purpose, regularly reviewed, and published on its website. It reflects the most recent statutory guidance and outlines the school's approach to protecting pupils from harm. Leaders ensure the policy is consistently implemented. Those responsible for leading and maintaining the culture of safeguarding receive the additional training required to carry out their roles effectively.

Paragraph 14

- The environment is safe and secure, with appropriate supervision in place at all times. Supervision is well managed and responsive to pupils' needs. Pupils are consistently well supported by multiple staff, whether learning in groups, moving around the site or participating in outdoor practical activities.
- Pupils report feeling safe. The systems and structures that support their welfare are consistently applied by staff. The site includes a range of covered and in some cases heated spaces such as an indoor paddock, small group rooms, and stables. Pupils access hot drinks in a safe and supervised manner, which contributes to their comfort and well-being throughout the day.
- The standards inspected against in this part remain met.

Part 8. Quality of leadership in and management of schools

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

- At the progress monitoring visit in March 2025, this standard was not met. Paragraph

34(1)(b) was not met because the proprietor body did not ensure consistent compliance with all of the standards. Oversight of the quality of education lacked sufficient rigour and quality assurance processes were not robust enough to address weaknesses in the curriculum in a timely manner.

- Since then, the proprietor has restructured the school's governance arrangements to strengthen oversight. This has been enhanced by the appointment of experienced staff in the proprietor's central team and engagement with sector-specific advisers. These additions have increased the proprietor's capacity to provide strategic leadership and monitor compliance effectively. The proprietor now demonstrates a secure understanding of the standards and the ability to ensure they are met consistently over time. Regular checks and reviews further support the sustained compliance with all aspects of the standards.
- The headteacher and senior leaders possess the relevant expertise and experience to carry out their roles effectively. Systems are now in place to monitor both compliance with the standards and the quality of the wider educational provision. Leaders at all levels are united in their commitment to continuous improvement.
- The proprietor has carefully planned for the increase in pupil numbers as the school nears full capacity, ensuring that high standards are maintained. To support this growth, additional premises at Elysian, Froxfield, have been incorporated into the school's provision at its existing site at Elysian, Liss. Formal approval for the Froxfield site was granted by the Department for Education (DfE) in May 2025. Leaders have completed appropriate fire risk assessments to ensure the new site's safety.
- These requirements of the standards in this part are now met.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(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;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(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;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;

Part 8. Quality of leadership in and management of schools

- 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-
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and

School details

Unique reference number	149862
DfE registration number	850/6110
Inspection number	10413824

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent special school
School category	Independent day school
Age range of pupils	11 to 17
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	35
Number of part-time pupils	0
Proprietor	Elysian Animal Assisted Interventions
Chair	Charlotte Williams
Headteacher	Joanna Mumford
Annual fees (day pupils)	£53,893
Telephone number	07588905591
Website	https://elysianuk.org/
Email address	liss.admin@elysianuk.org
Date of previous standard inspection	25 to 27 June 2024

Information about this school

- Elysian, Liss is based in Janche Stables, Andlers Ash Road, Liss, Hampshire, GU33 7LU. The school also has an additional site at Elysian, Froxfield, Staple Ash Farm, Staple Ash Lane, Froxfield, Petersfield, Hampshire, GU32 1DJ. This was approved by the DfE in May 2025.
- This is a special school catering for pupils with special educational needs and/or disabilities. Pupils have a variety of social, emotional and mental health needs. All pupils

at the school have an EHC plan, and their places are funded by the local authority. The school is registered to admit up to 45 pupils.

- The school does not use any alternative provision.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The inspection scope was broadened by the registration authority to include additional standards beyond those that were unmet at the time of the previous inspection. This was because of a complaint received about the school.
- This progress monitoring inspection was carried out without notice.
- This was the school's second monitoring inspection since its last standard inspection in June 2024, when it was judged requires improvement. The school's first monitoring inspection was in March 2025.
- The DfE required the school to prepare a statutory action plan due to non-compliance with the standards identified during the standard inspection. This was evaluated by Ofsted and accepted by the DfE as being fit for purpose.
- The inspectors met with the headteacher, the deputy headteachers and other school leaders. They also met with the head of compliance and other senior leaders from the central team. Inspectors visited lessons and spoke informally with pupils and staff during the day. They also reviewed the school's website, checked the single central record and considered a range of documentation associated with the standards checked during the inspection. The inspectors also held a virtual meeting with the proprietor.

Inspection team

Laura James, lead inspector

His Majesty's Inspector

Toby Martlew

His Majesty's Inspector

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