

Elysian, Liss

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

Unique reference number (URN): 149862

Inspection report: 12 May 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.

Strong standard ●

Inclusion

Strong standard ●

Leaders ensure that inclusion for all is at the very heart of their work. They have established highly personalised approaches to meeting pupils' complex needs. This starts from the moment a pupil is referred to the school. Leaders carefully assess referrals before admission to determine whether the school is the right fit for the prospective pupil. This is to ensure that pupils can benefit fully from what the school has to offer.

Leaders ensure that pupils' provision is closely matched to the requirements of their education, health and care (EHC) plans. Staff review pupils' progress towards their EHC plan targets regularly and systematically. Leaders rigorously monitor pupils' progress in their engagement in learning, their social and emotional behaviours and their basic skills learning. Detailed tracking and evaluation of pupils' progress enables staff to make swift adjustments or adaptations to provision when needed. Staff know their pupils very well and are experts in how best to address pupils' needs effectively.

The school's therapeutic provision is woven carefully through the curriculum. The school's use of animal-assisted therapies helps pupils to feel safe, emotionally secure and increasingly able to access learning. Staff demonstrate expert understanding of how these approaches support pupils' communication and their ability to manage their feelings in different situations

Leaders capitalise on close collaboration with parents and carers, local authorities and external agencies to respond to pupils' changing needs. Weekly communication between key workers and families strengthens relationships. Support for pupils who experience additional disadvantage to their special educational needs and/or disabilities is very effective. Staff work well with a range of support services to provide additional support where it is needed.

Personal development and wellbeing

Strong standard ●

Supporting pupils' personal development is a real strength at this school. It is at the heart of leaders' work and is carefully aligned to pupils' social, emotional and aspirational needs. Leaders have developed a coherent and comprehensive programme of pastoral support and broader development that promotes confidence, resilience and positive relationships. It is skilfully tailored to the school's specific context and the needs of the pupils it serves. Pupils benefit very well from this programme. This is apparent through pupils' positive attitudes to learning and their enthusiasm to attend school regularly. Furthermore, through the way that pupils confidently look after the animals on the farm and carry out important tasks such as animal care, they show positive character traits such as how to care for others, resilience, independence and confidence.

Pupils learn a carefully designed personal development curriculum that includes all the content in statutory guidance. Well-trained staff deliver this curriculum effectively. They make sure that pupils have plenty of opportunities to discuss the information they learn. Leaders also ensure that pupils have regular opportunities to revisit important knowledge about relationships, sex and health education through their work in other subjects and around the

farm. These opportunities help pupils to remember the curriculum well. They develop a detailed understanding and speak about what they have learned with confidence and maturity.

Pupils are prepared well for life in modern Britain. They learn about cultural diversity in British society and to show respect for difference. In addition, pupils learn about social responsibility through supporting community projects and local events. Furthermore, leaders thoughtfully weave preparation for adulthood into the wider curriculum. For example, pupils develop employability and life skills through practical grounds-management activities and enterprise projects.

A thoughtful and extensive careers programme opens pupils' eyes to the world of work and suitable, interesting career options. Leaders encourage pupils to identify and plan the pathways they could follow towards their chosen careers. This enables pupils to focus on exactly what they need to learn to achieve success in their life beyond school.

Expected standard

Achievement

Expected standard 

Generally, pupils achieve well and make appropriate progress from their starting points. In many subjects, pupils learn the knowledge and skills they need to be ready for their next steps. In particular, pupils demonstrate a confident and secure understanding of their learning in mathematics and reading. Generally, pupils achieve a range of appropriate qualifications in functional skills and vocational studies. This sets them up well for future learning and training. Occasionally, pupils do not achieve as well as they could in writing, including spelling and handwriting. Leaders are aware of this and know what they need to do to improve pupils' achievement.

Pupils develop detailed knowledge and skills in many aspects of the curriculum such as equine studies, animal care and outdoor learning. Pupils successfully apply theoretical learning to practical tasks. They discuss their understanding with confidence and aplomb. Pupils also make impressive progress in how well they engage in learning and strive for future success.

Attendance and behaviour

Expected standard 

Generally, pupils attend well. Leaders' sensible approach to transition ensures that pupils settle quickly into school and understand the importance of regular attendance. Pupils rise well to leaders' high expectations for full-time attendance at school. Leaders monitor pupils' attendance regularly and take appropriate steps to support those pupils who struggle to come to school to attend more frequently. The proprietor ensures that the school maintains an admissions register that meets statutory requirements.

Behaviour across the school is calm and purposeful. Predictable routines and trusted relationships support pupils to find ways to handle their emotions appropriately. Staff understand pupils' needs well and take sensible steps to support pupils when they need

additional help to manage their emotions. Pupils show increasing confidence in engaging with adults and learning activities.

Incidents of bullying and discriminatory behaviour are rare. When they happen, leaders address them appropriately. This includes making sensible adaptations to the curriculum to educate pupils about why certain behaviours, such as using prejudicial language, are not appropriate.

While incidents of more challenging behaviour are rare, leaders manage any such incidents effectively. Staff benefit from comprehensive training and support which ensures that they have the knowledge and skills they need to de-escalate more challenging incidents successfully.

Curriculum and teaching

Expected standard ●

Since the previous inspection, leaders have made notable improvements to the curriculum. They understand the quality of the curriculum well. The curriculum is well-sequenced. It enables pupils to learn important knowledge and skills they need to access appropriate post-16 education or training. In most subjects staff design tasks that support pupils to learn effectively. Where this is most successful, staff deliver lessons which have a clear focus on the subject-specific knowledge that pupils need to learn. However, this is not consistent. Sometimes, staff do not make the subject-specific knowledge that pupils must know and remember as clear as they could.

Ensuring that pupils learn basic skills in English and mathematics is a priority. Most pupils read with confidence and fluency. Pupils who struggle to read, receive appropriate and well-structured support. Staff make regular checks on pupils' progress in reading. Staff adapt activities effectively to remove any barriers to learning to read. In mathematics, pupils routinely practise the important mathematical skills they need to be successful in adulthood. Support for pupils' spelling and handwriting is more variable. Some pupils do not receive sufficient opportunities to learn how to write legibly and to practise spelling accurately.

Leaders ensure that pupils benefit very well from specific learning pathways that meet their individual needs. For example, through the comprehensive equine and outdoor learning pathways, pupils learn relevant knowledge and skills that lead towards a variety of associated qualifications.

Leadership and governance

Expected standard ●

Leaders are determined to provide the very best education they can for their pupils. They demonstrate a strong moral commitment to meeting the needs of pupils with complex social, emotional and educational needs. Leaders clearly understand the school's strengths and where things need to improve further. They routinely promote a culture of reflection, collaboration and ongoing review. This ensures that staff maintain a detailed understanding of pupils' changing needs.

Leaders understand the importance of regular professional learning. Generally, they ensure that staff receive suitable training opportunities to develop their expertise. However, this is not consistent. Sometimes, the plan for staff professional learning is not linked precisely

enough to school improvement priorities. This means that staff do not consistently strengthen their professional expertise in the areas that will benefit pupils the most.

Staff feel valued and supported well to fulfil their roles. They appreciate how well leaders support them to manage their workload and their wellbeing. For example, leaders ensure that staff receive quality time for important tasks that make the most difference to pupils' learning. Parents and carers are overwhelmingly positive about the school. They value the regular communication and leaders' unwavering determination to enable the pupils to re-engage positively with education.

The proprietor has a clear and ambitious vision for the school. It works closely with leaders and staff to make this vision a reality for the pupils. The proprietor has established effective systems to assure itself that statutory requirements are consistently met, including full compliance with the independent school standards.

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

Pupils thrive in this school's specialist outdoor environment. Prior to joining the school, many pupils have had a significant time out of education. Here, they arrive happily each day, settle quickly and access learning with confidence. Leaders are determined that pupils will achieve their very best so that they can move on to successful further education and training. Pupils benefit well from highly effective pastoral support, carefully tailored induction programmes and bespoke learning plans. These help pupils to learn the social, emotional and academic knowledge and skills they need to achieve well and to be successful. Warm, caring relationships abound. Pupils appreciate staffs' positive support and calm manner. This helps pupils to feel safe and secure. Pupils form positive bonds with staff. Staff have a detailed understanding of each pupil's specific needs. As a result, pupils' needs are met well.

Pupils love working with the wide range of animals on the farm. This is at the core of the school's highly effective therapeutic approach. Pupils clearly love caring for the animals. They are incredibly knowledgeable and confident around them. Pupils feel a huge sense of responsibility for the welfare of the animals. This supports pupils' sense of belonging at the school. When a pupil needs additional support to manage their emotions, being with the animals often provides a calm space for them to do this.

Pupils behave well. They socialise happily together at break times. Bullying and discriminatory behaviour are rare but when they happen staff take appropriate action to address them effectively.

Pupils enjoy a wide range of opportunities to develop skills, talents and interests. Pupils interested in horses benefit from weekly equine sessions. Those interested in animal care and land management learn suitable skills through helping out with jobs on the farm. Pupils also develop confidence and appropriate social skills through interacting with visitors to the school and through spending time in the local community.

Next steps

- Leaders should strengthen opportunities to address gaps in pupils' foundational knowledge, particularly in transcription.
 - Leaders should make sure that the activities teachers provide always focus precisely on the subject-specific knowledge that pupils need to learn so that pupils can always learn the intended curriculum effectively in all subjects.
 - Leaders should ensure that opportunities for staff professional learning are informed by the best available evidence and research, and are always sharply matched to school improvement priorities.
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About this inspection

The proprietor is Elysian Animal Assisted Interventions.

The chair of the proprietor body is Charlotte Williams.

The fees currently charged are £53,892 to £58,379

The school's email address is liss.admin@elysianuk.org

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

During the inspection, inspectors spoke with the headteacher, other senior leaders and representatives from the proprietor body, including the chair of the proprietor body.

The inspectors confirmed the following information about the school:

The school also has an additional site at Elysian Froxfield, Staple Ash Farm, Staple Ash Lane, Froxfield, Petersfield, Hampshire, GU32 1DJ.

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 education, health and care plan and their places are funded by the local authority.

The school does not use any alternative provision.

Head Teacher: Joanna Mumford

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.

All standards have been met.

Lead inspector:

Sue Keeling, His Majesty's Inspector

Team inspector:

Alan Johnson, 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 12 May 2026

Total pupils

41

School capacity

45

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

31

Pupils with special educational needs (SEN) support

0

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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