

Compass Community School North

Long Lea House, 5 Halifax Road, Elland, West Yorkshire HX5 0SH

Inspection dates

5–7 March 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The proprietor has ensured that all of the independent school standards are consistently met.
- Governors support the school exceptionally well. They provide high levels of challenge to the executive headteacher and hold her to account for the effectiveness of the school and the progress of pupils.
- The executive headteacher is highly ambitious for the school and leads with determination to ensure that all pupils can achieve and make strong progress irrespective of their backgrounds. Staff are very motivated, proud to work at the school and thoroughly enjoy working with the pupils.
- Pupils value the many opportunities they are given. They enjoy learning, often for the first time. They feel understood and well cared for by all members of staff. Pupils appreciate the support they receive in improving their educational outcomes. The leadership has ensured that pupils receive a curriculum that is broad and balanced and that they are well prepared for their next stage of education.
- Leaders and staff work very hard to ensure that pupils feel safe and are kept safe. Pupils who made their views known say that they feel safe and they learn how to stay safe. Pupils trust staff and say that they have someone they can talk to about any concerns they might have. Safeguarding practice at the school is exceptional.
- Pupils are very respectful of others with different beliefs, backgrounds and opinions to their own. The personal development of pupils is first rate. Their behaviour is excellent. Staff provide high levels of understanding and nurturing support for pupils.
- Pupils make substantial and sustained progress in all subjects and in all year groups. This is because of the high-quality teaching and the support of the therapeutic sessions that pupils receive. The staff work collectively to provide high-quality learning opportunities for pupils. Pupils access a wide range of external accreditations which could enable them to achieve future aspirations.
- Pupils who lack basic skills, particularly in English, are not always given enough opportunities to develop their skills and knowledge.

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.

Full report

What does the school need to do to improve further?

- Continue to develop strategies for those pupils who require further development in their basic skills and knowledge, particularly in English.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders have ensured that the school continues to meet all the independent school standards.
- The executive headteacher is focused and ambitious for staff and pupils alike. She understands the concerns and issues that can arise on a daily basis. She makes sure that she has recognised all eventualities and identified solutions. The executive headteacher works closely with school staff and has brought about a very positive change to the school. This is due to the extremely high expectations she has and her deep understanding of the specific therapeutic and individual needs of this group of pupils.
- The executive headteacher has ensured that the school policies, which determine how the school operates, are of a very high standard. Staff adhere to these policies throughout their daily practice.
- The executive headteacher is instrumental in the very positive learning ethos of the school. She has ensured classroom environments support pupils' learning very effectively.
- The proprietor is very knowledgeable about the school and its pupils. She is inspirational in her ambition and determination to provide positive opportunities and high-quality education for pupils.
- Leaders and managers work very well together. Communication pathways between them are very strong. As a result, leaders and managers all have a deep understanding of the school's strengths and areas for development.
- Leaders have ensured that pupils have access to a range of high-quality specialist staff. The school day includes a rigorous, targeted and specialised therapeutic programme which meets very well the considerable needs of the pupils.
- First-rate communication systems are in place between the school and home. Daily morning meetings and end of school briefings take place. As a result, all staff that work with pupils can provide them with the necessary emotional and/or practical support required.
- Leaders recognise the importance of recruiting high-quality staff and the difficulty this can present in a small school which has a specific role. However, they do not compromise and have very successful methods of recruitment, induction and management of performance. Due to this challenging recruitment and induction process, leaders have trust in their teaching and support staff to provide high-quality teaching and learning experiences that they tailor to the requirements of the pupils.
- Leaders make sure that ongoing, and where necessary specialist, training is provided for all staff. Specialist staff employed in other areas of the Compass community group provide this high-quality training.
- A broad and balanced curriculum supports the learning needs of the pupils. Many opportunities are available for enrichment through practical experiences which enhance learning. The spiritual, moral, social and cultural (SMSC) development of pupils is particularly strong. The thorough SMSC curriculum encourages pupils to be respectful and tolerant to others and prepares them for life in modern British society.

Governance

- Governors provide the executive headteacher with considerable levels of challenge and support for the school's improvement. They are able to do this because they have a deep understanding of the school and the pupils. Governors are all specialists in their field and therefore ask a wide range of searching questions. The records of governors' meetings reflect this high level of challenge and expectation. They also provide professional support to leaders when required.
- Governors understand the necessity to provide extremely high standards of safeguarding due to the risks and vulnerabilities the pupils present. They support the executive headteacher to ensure that the school buildings are safe, well-maintained and fit for purpose.
- Governors have specific areas of responsibility which link to their specialism. This ensures that they are aware of current legislation and statutory requirements. Governors visit the school on a regular basis and hold leaders to account.

Safeguarding

- The arrangements for safeguarding are effective.
- A deep-seated culture of safeguarding permeates the school. It is at the heart of everything the leaders and staff do. Adults understand the considerable safeguarding and child protection risks facing the pupils.
- All appropriate safeguarding checks are completed on staff working at the school to ensure they are fit to do so. Detailed safeguarding records are exemplary. Safeguarding leaders have completed up-to-date training and are aware of how to respond to any concerns that they may have about a pupil's well-being. Policies pertaining to safeguarding and child protection are detailed and meet the current government's guidance for schools. These are available to parents and carers on request. Leaders ensure that all staff have regular training and know where to refer any concerns that they may have. Staff are extremely vigilant and very well informed.
- Although pupils do not have access to social media or unregulated internet access, they learn the importance of keeping personal details safe when they use digital technology.
- Pupils who made their views known say they feel safe at school. They trust the staff and build exceptionally strong relationships with them. Pupils know that staff will always listen to them and support them to make the right decisions for their personal development.

Quality of teaching, learning and assessment

Outstanding

- Pupils are very responsive to the high expectations of staff. They understand that they are there to learn and they appreciate the opportunities that they receive. Most pupils have previously missed considerable periods of schooling. This means that the majority of pupils start at the school well below the expected academic standards for their age.
- Teachers and support staff know and understand pupils very well. They work with therapeutic professionals to ensure that the appropriate methods of engaging and supporting pupils are in place in classrooms. The highly supportive learning environment

meets the sensory needs of pupils well.

- The exceptionally strong relationships between staff and pupils allow pupils to concentrate on their work. They know that staff understand their complex social and emotional difficulties. Pupils are very well supported in their personal development by staff. No learning time was lost by pupils during the inspection due to inappropriate behaviour. Pupils confirm that this is the same each day, as recognised routines are in place should any pupil become distressed or upset.
- Support staff provide positive reinforcement of the teachers' expectations. They have a high level of subject knowledge and this enables them to support pupils appropriately in their academic study.
- Teachers tailor their lesson plans to meet the individual needs of each pupil. Lessons are very personalised to accommodate the different stages of education at which each pupil is currently working. Teachers have a deep subject knowledge. The high-quality teaching observed and the work captured in pupils' workbooks during the inspection reflect this. Staff prepare learning resources very well to meet the learning needs of each pupil.
- Staff encourage pupils to take part in regular debates around a variety of subjects. These can include difficult subjects such as euthanasia or abortion, or alternatively, 'Who is the best between Abba and Cher?' was one pupil's suggestion. Pupils can put together a sensible range of reasoning in discussion. They listen to others' points of view and can reflect on decisions made.
- Pupils engage and remain motivated throughout lessons. Staff use questioning very well to elicit information from pupils. Pupils are not provided with answers; instead, they are encouraged to use their skills and knowledge to work the answers out for themselves.
- All pupils have many opportunities to read often. They read each day and are encouraged to read at home. The school has a small library, which leaders ensure has a good supply of both fiction and non-fiction books that are interesting and relevant to pupils. Pupils read well and are able to use their knowledge of letter sounds to work out unfamiliar words. Pupils can read out loud with confidence. They can talk about the books they are reading, giving information about the characters and plot. Pupils can make predictions about what they think may come next in the book and they can discuss what they are enjoying about their book.
- Pupils make outstanding progress in their learning. They very quickly begin to narrow the gaps in learning they have with their peers in other schools, although this is not always attained before their placement comes to an end.
- Some pupils who have missed learning in the early stages of school do not always have a firm understanding of the basic skills used, particularly in English. These skills are not always reinforced enough for the pupils to use them confidently.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are friendly and welcoming. They are proud of their school and their achievements. Pupils are respectful to staff, each other and visitors alike. They smile and talk to visitors

confidently and honestly. They hold doors open to allow people to pass through and their comments show concern for others.

- Pupils are confident learners. They are keen to improve their work and they listen carefully to their teachers. Pupils have high aspirations for their futures.
- Pupils enjoy the opportunities the wider curriculum offers them. They understand the opportunities that enrichment activities provide for them. They particularly enjoy physical education activities, for example cricket, rock climbing and cycling. Pupils take part in a cookery school and are given opportunities to reinforce their skills once back at the school.
- Pupils are open-minded and are very tolerant about others' beliefs, traditions and cultures. They are happy to accept and celebrate differences.
- Pupils understand that the school equips them with ways of dealing with their behaviour. They learn about how to be a positive member of society and the acceptable forms that this takes. Pupils can talk about how staff help them with all aspects of their well-being and personal development and related difficulties. They appreciate the difference the school and staff have made to their lives.
- All pupils receive regular, impartial careers advice. A range of strategies are used to broaden pupils' horizons, which enables them to have a good understanding about the range of choices that are available to them when they leave school.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave impeccably throughout the day. Where they struggle due to their complex social, emotional and mental health needs, they receive high-quality and immediate support.
- Pupils follow staff instructions correctly and quickly. Staff encourage them to be independent thinkers and most manage this well. Pupils are well supervised at all times and in all areas of the school.
- Leaders have established an effective behaviour management policy which is known, understood and implemented by all.
- Pupil absence rates are low. This is because pupils enjoy their school and the school communicates extremely well with home. No pupils are persistently absent.

Outcomes for pupils

Outstanding

- Pupils make substantial and sustained progress throughout the school in all year groups and subjects. This is due to high-quality teaching and the therapeutic interventions that are in place for all pupils.
- The most able pupils make equally outstanding progress from their starting points at the school. Teachers provide different levels of challenge to meet their needs through well-chosen tasks or focused questioning. Leaders provide additional teaching for particularly specialised subjects to support individual pupils' learning where necessary.
- Pupils can achieve a wide range of external accreditations, including at GCSE level, and

functional skills and entry-level certification. Pupils understand the importance of their accreditations, which enable them to achieve further success in their next stage of education or training. The range and number of accreditations gained by pupils have increased considerably year on year since the last inspection.

- Pupils leave the school with a detailed plan for their next stage of education or training in place. The move to the next stage of education or training is thorough and well thought out. Staff consider pupils' aspirations and interests and ensure they have continued success. Staff are open and honest, and pupils understand that there may be a requirement for continued support and supervision.
- The strong progress made by the pupils across the curriculum prepares them very well for their next stages of their education. Most progress to colleges in a number of authorities.

School details

Unique reference number	138441
DfE registration number	381/6004
Inspection number	10081385

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 school
Age range of pupils	11 to 17
Gender of pupils	Boys
Number of pupils on the school roll	11
Number of part-time pupils	0
Proprietor	Bernie Gibson
Chair	Kate East
Headteacher	Rebecca Slayford
Annual fees (day pupils)	£31,200
Telephone number	01422 524 053
Website	No website specific to the school
Email address	rebecca.slayford@compasscommunity.co.uk
Date of previous inspection	15–17 November 2016

Information about this school

- Compass Community School North provides education for boys with complex social, emotional and mental health issues. It is part of the Compass Community group.
- All pupils who attend are in the care of a local authority. Currently, there are 10 different local authorities that have placed pupils at the school.
- Pupils attend the school for a 72-week placement. During this time, they complete a structured therapeutic package which is tailored to their needs.
- The school was previously inspected in November 2016.

- The school does not use any alternative providers of education.

Information about this inspection

- The inspector held discussions with the executive headteacher, the lead teacher, the chair of the governing body and the proprietor.
- The inspector checked the buildings thoroughly to see if they met the independent school standards. She took account of the views expressed by those representing the homes of the pupils.
- The inspector observed teaching and learning in lessons and considered the school's information about pupils' progress. She talked with pupils and scrutinised their work in books. She listened to some pupils read and listened to their views about their school.
- The inspector considered a wide range of documents, including the safeguarding policy and procedures and how the school arranges the curriculum and plans teaching.

Inspection team

Sara Roe, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019