

Compass Community School Hemsworth

58 Highfield Road, Hemsworth, Pontefract WF9 4EA

Inspection dates

20 August 2019

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i)

- The executive headteacher of the proposed school has put in place a personalised curriculum policy which reflects the needs of pupils with social, emotional and mental health (SEMH) needs.
- The proposed curriculum clearly reflects the company's high expectations for all pupils, which is encapsulated in the school's vision to motivate, educate and inspire all pupils.
- Schemes of work are in place that reflect the high expectations of staff and can be tailored to individual pupils. For example, the executive headteacher and the proprietor are not assuming that pupils will stay at the school for their entire secondary career, as this, leaders say, will depend on pupils' needs. A transition back to mainstream education is to be a key focus.
- It is expected that most pupils who attend the proposed school will have an education, health and care (EHC) plan. The executive headteacher is experienced and skilled in dealing with pupils with social and emotional issues and is very clear about how the curriculum will ensure that pupils' individual needs will be met.
- The proposed curriculum includes personal, social and health (PSH) education. The executive headteacher has designed a curriculum that links closely with the therapy team, developing a holistic approach to pupils' well-being.
- The executive headteacher believes strongly that the ability to read is essential to learning. This is to be a key focus throughout the school.
- School leaders have a strong knowledge of the Equality Act 2010. As a result, the proposed curriculum will ensure that pupils learn about all groups who are protected by the Act.

Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- The school has recently recruited a specialist careers adviser who works within the group's other two schools. The adviser has recent and relevant training and so can give an impartial view. It is planned that the adviser will work closely with secondary-age pupils in order to ensure that the school's high aspirations for each pupil are achieved, as well as a smooth transition to the next phase in pupils' education or workplace.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- The school leadership team has already appointed two new teachers who are currently working within the company's other schools. The executive headteacher has very high standards and both staff members hold qualified teacher status. The executive headteacher describes the teachers as 'unique as educational unicorns', in that they have been shown to be exceptionally enthusiastic and knowledgeable about the needs of the proposed pupils.
- The executive headteacher and the proprietor describe the school ethos as 'never giving up on a pupil'. Across the company, no pupil has ever been excluded from education. This aim is shared by the new school, along with a well-organised behaviour policy that has been tried and tested in the company's other schools.
- Leaders recognise that it is important to establish pupils' starting points. They also recognise that information about the previous achievements of pupils with SEMH needs is not always easily available. A tried and tested system, which asks key questions about previous educational experiences, and pupils' progress and attainment, is to be put in place. This is likely to ensure that the staff will develop a clear picture of pupils' needs quickly, and put in place a relevant curriculum at the start of a pupil's placement.
- Leaders are very clear that the quality of the curriculum is exceptionally important in order to engage pupils and ensure that they can learn and make effective progress.
- It is expected that many pupils who will attend will have special educational needs and/or disabilities (SEND). A special educational needs coordinator (SENCo) is in place within the group of schools. It is planned that the SENCo will support staff on site to meet the needs of pupils with additional needs, in order that all pupils make as much progress as possible.
- School leaders are determined that staff should not feel isolated in the school. Staff will be actively encouraged to visit other schools, including mainstream and other independent schools. This approach, if implemented successfully, will ensure that staff keep their knowledge up to date and have regular contact with other professionals.
- The school premises are finished to a high standard. Each classroom is well resourced with a wide range of textbooks, reading books and electronic equipment, including new laptops and interactive whiteboards.
- The executive headteacher is planning to use the same system as he is currently using in another school to track and monitor pupils' progress. This system is used effectively across the company.

All the standards in part 1 are likely to be met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- The proposed spiritual, moral, social and cultural (SMSC) policy reflects the school ethos well. Pupils are to be taught to celebrate achievement and the importance of respect for all. The policy also makes a commitment to enabling pupils to understand the importance of open and respectful relationships.
- A well-organised PSH education curriculum is planned to ensure that pupils develop a clear understanding of British values, as well as the protected characteristics identified in the Equality Act 2010.
- Through studying topics such as 'Parliament Week' in history, pupils will learn about the suffragette movement and other such organisations that have shaped our current democracy.
- It is planned that the school will have a student council, which will allow pupils to recognise that their voice counts.
- The executive headteacher is passionate about developing pupils' reading skills as a vehicle for developing their knowledge in other aspects of learning. For example, a link has been set up with an independent bookseller who is helping to craft a diverse library. Books on a range of topics, such as 'Noughts and crosses' and a book about a Syrian refugee, are thought provoking and are designed to make pupils think and develop their understanding of the perspectives of others.
- The school is proposing to take pupils to a range of different places of worship and to develop close links with pupils from other faiths to encourage pupils to understand the viewpoint of others.
- The headteacher is clear that any material presented by external speakers will be checked before being presented to pupils. It is planned that all external speakers will be stringently vetted before they come into school.
- The standards in part 2 are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The school does not yet have a website. One is planned for the future. The school's current safeguarding policy makes direct reference to the current legislation identified in 'Keeping Children Safe in Education' (2018). The executive headteacher is currently working to update the safeguarding policy to take into account the changes in the 2019 draft version of this document.
- It is planned that all staff will receive annual update safeguarding training, in line with practice in the company's sister schools.
- Designated person training has already been completed by relevant staff and weekly safeguarding meetings are planned.

Paragraph 9, 9(a), 9(b), 9(c), 10

- The school's proposed behaviour policy is based on rewarding pupils' good behaviour.

The school aims to work with the therapy service to define the underlying causes of pupils' difficulties.

- School leaders recognise that pupils are likely to arrive at school in crisis and may not be emotionally ready to learn. Leaders feel strongly that the ethos of the school determines that they do not give up on pupils, so they have a no-exclusion policy and aim to start every day as a new beginning.
- Leaders have defined how sanctions will work in line with the new behaviour policy. They plan to develop a system that uses restitution as a way of ensuring that pupils understand and put right what they have done wrong.
- School leaders aim to use an electronic system for recording incidents of difficult behaviour alongside safeguarding records. This system is effectively in place in the other schools run by the company and enables leaders to track individual pupils.
- The counter-bullying strategy is clear and spells out that bullying will not be tolerated in the school. There are clear roles for all involved in the school and clear processes for dealing with, and recording, any incidents that may occur.

Paragraph 11, 12, 13, 14, 15

- The proposed health and safety policy covers all legislative requirements. It includes regular checks for legionella, display screens and control of hazardous substances.
- Staff induction processes are rigorous and include personal safety training, physical intervention training, understanding the code of conduct, and fire safety.
- Daily environmental checks are to be carried out on the premises and reinforce the belief that health and safety as well as safeguarding are everyone's responsibility.
- Fire-safety logs are in place and an external evaluation of fire-safety and evacuation procedures has been carried out. Regular fire evacuation practices are planned and a log is in place to record the time taken and any issues arising from these practices.
- Staff will have completed online first-aid training before starting at the school. A further face-to-face training course is planned for November 2019.
- The first-aid policy gives guidance on treating pupils should they injure themselves or become ill. There are forms ready to use to record any incidents. A first-aid kit is available in the medical room with sufficient supplies to meet the requirements of pupils.
- The school's registration request is for up to eight pupils. The proposed number of two teachers and a teaching assistant is likely to be sufficient to meet the needs of prospective pupils. The headteacher intends to employ additional staff, should additional support be needed to increase the curriculum offer.
- School leaders have put in place templates for an attendance register and an admissions register. Both have the headings for required information. The admissions register has a column labelled gender rather than sex, in order to support pupils who may be transgender or gender neutral, thus demonstrating once again the school's commitment to supporting all pupils' needs.

Paragraph 16, 16(a), 16(b)

- School leaders have put in place a risk assessment policy which is also used in the

company's other two schools.

- At the time of the inspection, a small number of completed risk assessments were provided. These demonstrated that school leaders were clear about how to evaluate risks and the actions needed to avoid or minimise risk.
- The standards in part 3 are likely to be met.

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

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(2)(f), 18(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c)

- The proprietor has ensured that all appropriate checks have been carried out on leaders, staff and the trustees who form the proprietorial body. The checks were carried out prior to staff beginning their roles.

Paragraph 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(6) 21(7), 21(7)(a), 21(7)(b)

- All checks that have been carried out are recorded appropriately on a single central register.
- The standards in part 4 are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c)

- The school is a newly converted building which is finished to a high standard. The building consists of two teaching areas, two single-stall toilets, a kitchen area, a therapy area and a well-appointed outdoor space with seating areas, games area and a trampoline for the use of pupils at break- and lunchtime.
- School leaders recognise that it is not practical to deliver key stage 3 and key stage 4 sports within the garden area. Emails produced by school leaders show that they plan to use the local sports facilities for a range of activities, including rock climbing, cricket, fencing and swimming. All of the proposed venues have shower facilities.

Paragraph 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 24(2)

- The medical room doubles as the office and contains a bed and a small sink.
- There is a first-aid kit with appropriate contents to treat minor injuries.
- It is planned that prospective staff will all have completed first-aid training. Further training is planned for all staff in the near future.
- Leaders have a clear understanding that the medical room cannot double as a classroom.

Paragraph 25, 26, 27, 27(a), 27(b)

- The school building is finished to a high standard, and much thought and care has gone into its design. The classroom areas are small, but are sufficiently large to accommodate the planned number of pupils.

- Resources are plentiful and match the proposed curriculum well. Each room has electronic equipment ready for all pupils.
- School leaders have also ordered an excellent selection of books to encourage pupils to read and extend their horizons.
- The sound and lighting in each classroom are suitable for teaching.
- External lights are effectively placed and of suitable design. Photographs provided after the on-site inspection show that they are in working order and show that pupils can leave safely.

Paragraph 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- It is planned that pupils can access drinking water in a purpose-built kitchen area and this is labelled appropriately. Access to water is readily available.
- The toilets and sink are new and are in working order. Soap and hand-drying facilities are available for handwashing.
- The temperature of the hot water is regulated so that it does not pose a scalding risk to pupils or staff.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- The outdoor area is well appointed and offers a safe and conducive area for pupils to relax and play in.
- Physical education is to be delivered off site as much of the proposed curriculum requires specialist equipment.
- The standards in part 5 are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f)

- At the start of the inspection, the proprietor had ensured that all required information relating to the independent school standards was readily available to parents and carers and the local authority through an induction pack.
- The school is in the process of designing a website. It is planned that the website will link directly with the company's own website. All policies and required information will be available to parents via the company website or through the induction pack.
- The executive headteacher plans that there will be regular reviews of the progress and attainment made by pupils. This will be communicated to parents and carers via regular written reports. The executive headteacher plans that pupils who have an EHC plan will have regular review meetings scheduled in line with legal requirements.
- The proprietor has ensured that a system is in place to report income received and expenditure to the local authority.

Paragraph 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d), 32(4)(a), 32(4)(b)

- Contact information for the executive headteacher and proprietor will be available on the school website.

- At the time of the inspection, the proprietor had not put in place a governing body.
- The standards in part 6 are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- The proprietor has ensured that a complaints policy is in place and that it meets the requirements set out in the independent school standards.
- The policy is clear and sets out the timescales for the management of a complaint by the school. The policy describes clearly the stages a complaint will go through and what will happen once the complaint has been completed.
- The standards in part 7 are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The executive headteacher is an experienced school leader who will bring to the post a wealth of knowledge and information. The company has three other schools, two of which have been graded as outstanding by Ofsted.
- The proprietor and wider proprietorial body bring vast and varying experience to the school. Their range of skills should enable them to hold school leaders to account for the progress pupils make.
- The proprietor and executive headteacher have appropriate plans in place to ensure that the independent school standards are met consistently. Their shared vision of very high standards of both provision and education has ensured that their current schools are very successful. They envisage that the proposed school will be run with the same ethos of a bespoke curriculum for each child which, 'motivates, educates and inspires pupils to achieve the very best possible'.
- The proprietor and headteacher have ensured that pupils' welfare is a key priority. They clearly recognise the needs of their prospective pupils and are proud of their no-exclusion policy. They plan that pupils, during their time in school, will learn how to value themselves, and develop resilience and heightened self-esteem. These skills, it is planned, will prepare them well for the next stage in their lives.
- The proprietor has also ensured that staff receive appropriate safeguarding training.
- The standards in part 8 are all likely to be met.

Schedule 10 of the Equality Act 2010

- The school has in place an accessibility plan which explains how school leaders intend to continue to bring about improvement for pupils, particularly those with disabilities.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	147306
DfE registration number	384/6009
Inspection number	10117860

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent school
School status	Independent special school
Proprietor	Compass Community Ltd
Chair	Bernie Gibson
Headteacher	Rebecca Slayford
Annual fees (day pupils)	£32,000
Telephone number	07753 584581
Website	Not yet available
Email address	rebecca.slayford@compasscommunity.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	N/A
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	N/A
Total hours operating as a school per week	N/A
Total hours of teaching provided per week	N/A

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	N/A	11–17	11–17
Number of pupils on the school roll	N/A	8	8

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	N/A	8
Number of part-time pupils	N/A	8
Number of pupils with special educational needs and/or disabilities	N/A	8
Of which, number of pupils with an education, health and care plan	N/A	8
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	8

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	2
Number of part-time teaching staff	N/A	0
Number of staff in the welfare provision	N/A	NA

Information about this proposed school

- The proposed school is located in the village of Helmsley, close the city of Wakefield.
- The school will be part of the Compass group of schools and will meet the needs of a

small group of vulnerable pupils, most of whom are likely to have social, emotional and mental health needs. It is planned that pupils will access support from a team of clinical psychologists during their time at the school.

- The school will consider pupils referred by the local authority for admission to the school.
- The school intends to cater for pupils with a variety of special educational needs, including behavioural, emotional and social difficulty and autistic spectrum disorder, as well as their initial vulnerabilities.
- The school will not have a religious character.

Information about this inspection

- The inspector met with the executive headteacher and the proprietor.
- The inspector looked at the school's facilities both inside and outside the building.
- The inspector analysed documents provided by the headteacher. These included safeguarding documentation, documents relating to the proposed curriculum and a range of other relevant documents.

Inspection team

Marian Thomas, lead inspector

Her Majesty's Inspector

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