

Compass Community School Essex

Inspection date

11 December 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)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i)

- The school will offer full-time education to pupils, consisting of 25 hours a week for 38 weeks each year. The time allocated is suitable to cover the proposed curriculum for key stage 3 and key stage 4.
- There is a curriculum policy which outlines how educational support will be provided to pupils who have experienced significant traumas. The intention of the curriculum is 'to foster a lifelong love of learning and provide pupils with a secure foundation on which to continue into further education and careers of their choice'.
- There is a broad and balanced curriculum. The curriculum is structured to allow for effective sequencing through planned coordination of key aspects within each area of study.
- The curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Pupils will be given the opportunity to develop their independent thinking and learning skills. Pupils will be given the opportunity to develop knowledge, understanding and skills in a manner which encourages their confidence and self-esteem to grow.
- Pupils are likely to join at different times of the school year and at different ages. Their length of stay in the school will vary according to their individual needs. Most pupils will stay at the school for between 18 months and two years. Pupils will receive education, care and therapy services while in the school. Leaders plan to provide individualised programmes, based on pupils' particular needs.
- The curriculum is designed to provide suitable support to meet the needs of pupils at different stages of their learning. Staff will provide individual programmes that take pupils' age, experience and aptitude into account.
- Leaders will offer a three-year key stage 3 and two-year key stage 4 programme. The curriculum will be adapted to pupils' interests. Leaders' intention is for all pupils to receive a full programme of learning.

- The curriculum includes English, mathematics, science, information and communication technology (ICT), art, music, modern foreign languages (MFL), physical education (PE), humanities (geography, religious studies and history) and technology. Pupils will also study personal, social and health education (PSHE). They will have access to impartial careers advice, 'learn to learn', social skills development, and social and emotional learning. Pupils will have 'drop everything and read sessions'. These will last for 15 minutes and take place twice daily.
- Leaders intend to offer impartial careers advice each term that is age appropriate in line with the Gatsby benchmarks. Resources are available to support careers guidance. The school aims to work in partnership with colleges to further support pupils during the transition process.

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

Paragraph 4

- Leaders' planning clearly demonstrates how teaching is going to be managed in the school.
- Curriculum plans across the key stages detail the knowledge, content and skills that teachers will be required to cover.
- Leaders intend to use a range of baseline information. This will include pupils' academic, social, emotional and physical development. Where information is not available, leaders will carry out their own tests to gain an accurate picture of each pupil's needs.
- Leaders have clear plans to monitor the quality of teaching and learning. Senior leaders' roles and responsibilities are well defined. The behaviour policy is appropriate to support teachers' management of pupils' behaviour in lessons.
- The recruitment process is under way. Leaders intend to employ fully qualified teaching staff. Leaders have well-thought-out plans about how they will ensure that staff have the appropriate skills, subject knowledge and understanding of the Compass Community School ethos to deliver effective learning in line with the proprietorial body's curriculum policy.
- The assessment policy clearly outlines how teachers will check pupils' progress. There are detailed plans about how this policy will be implemented.
- The proprietors have decided which rooms will be used for teaching and how the teaching areas will be organised and resourced.
- The school intends to teach the content that matches that contained in the national curriculum. All pupils will study English, mathematics and science. Pupils will work towards nationally recognised qualifications, including GCSEs and functional skills.
- The three independent school standards for the quality of education are likely to be met by the proposed school.

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)

- Leaders have a clear vision about how the school intends to support pupils' spiritual, moral, social and cultural development.

- The ethos at Compass Community School is that 'everyone who comes into the school, whether staff, pupil or visitor, is valued as an individual in their own right.' Pupils should be set, and entitled to expect from others, good standards of behaviour, marked by respect and responsibility.
- The curriculum will help pupils to develop an inner discipline and encourage pupils to not 'follow the crowd'. There will be a focus on pupils making up their own minds. They will be encouraged to make their own choices and take responsibility for their actions.
- The citizenship and PSHE programmes promote fundamental British values and actively encourage tolerance and understanding of the protected characteristics under The Equality Act (2010). Pupils will take on roles and responsibilities. This includes electing representatives to the school council and working nationally with other school pupils in the Compass community group.
- This independent school standard is likely to be met by the proposed school.

Part 3. Welfare, health and safety of pupils

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

- The safeguarding policy reflects the latest statutory requirements, including 'Keeping children safe in education', September 2019.
- The school leaders and executive headteacher will be the designated safeguarding leads. All have undertaken recent, suitable training.
- A range of policies are in place to support pupils' safety and well-being.
- All staff will receive a copy of the safeguarding policy and safeguarding training as part of their induction.
- Leaders intend to work with a range of external teams, including the local authority social workers, the child and adolescent mental health services (CAMHS), the police, the youth offending team (YOT), the local authority special educational needs and/or disabilities team, virtual schools, 'Prevent', other schools and the youth advocacy service.

Paragraphs 9, 9(a), 9(b), 9(c)

- Leaders have written a behaviour policy that explains clearly the expectations of pupils and actions to be taken to ensure that high standards of behaviour are maintained.

Paragraph 10

- Leaders have created an anti-bullying policy that illustrates the school's anti-bullying strategy.

Paragraph 11

Paragraph 12

- Leaders have ensured that a range of policies are in place that cover the required aspects of health and safety, and fire safety.

- Gas and electrical equipment is checked to make sure that it is in good condition. Fire extinguishers are new. Safety checks are made on fire exits. Leaders have ensured that fire evacuation notices are in place throughout the school.

Paragraph 13

- There is a first-aid policy which is fit for purpose. New first-aid boxes are situated in convenient locations. There will be first-aid trained staff at the school.

Paragraph 14

- There is clarity about how many pupils will be in each classroom. The first classroom will accommodate six pupils, the second classroom two pupils and the third four pupils. There will be an executive headteacher who will visit at least once every half term. Other staff will include a regional headteacher who will visit at least once a week, a lead teacher, a teacher, two higher-level teaching assistants and two teaching assistants.
- The ratio of pupils to staff will generally be two to one, which is suitable to support the proposed provision.

Paragraph 15

- There are policies for admissions and attendance to the school that are fit for purpose.
- Attendance and admissions registers are in place and will contain the required information when pupils enrol.

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

- A suitable risk assessment policy is in place and covers the accommodation, the potential dangers linked to pupils' activities and pupils' particular needs and vulnerabilities.
- Individual staff are expected to consider risks for any activity they organise. Teachers will complete an off-site visit risk assessment form.
- The nine independent school standards for the welfare, health and safety of pupils are likely to be met by the proposed school.

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(3)

Paragraph 19(2), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3)

Paragraph 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)

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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6)

- The executive headteacher and the regional headteacher have undertaken training in safer recruitment.
- All of the required pre-employment checks will be carried out on staff prior to them commencing work at the school.

- Professional references are requested and followed up appropriately.
- Prior to the school opening, prohibition checks will be carried out on teaching staff, whether they have qualified teacher status or not.
- The school does not intend to use agency staff. However, leaders understand the checks they are required to make. The checks will be made before any person undertakes supply work.
- Leaders have already created a format for the school's single central record to evidence the appropriate checks on the suitability of staff and the proprietors.
- These four independent school standards are likely to be met by the proposed school.

Part 5. Premises of and accommodation at schools

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

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

- There are separate toilets for girls, boys and staff, with appropriate signage. Toilet doors are lockable from the inside. Each room consists of a new toilet and a wash basin. A towel dispenser which is wall mounted will be installed in each toilet before 10 January 2020.
- The temperature of the water does not pose a scalding risk to the users.
- Suitable drinking water facilities are provided and are clearly labelled.
- All physical education will take place on the school site. Showering facilities are provided. There is a 'Wash your hands' label above the sink in the shower room.

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

Paragraph 25

Paragraph 26

Paragraph 27, 27(a), 27(b)

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

- The proposed opening date for the school is 1 February 2020. The refurbishments are completed to a very high standard. The accommodation comprises small and medium-size rooms suitable for teaching small groups of pupils. The rooms are freshly painted, with new flooring, new doors and new windows. The lighting and acoustics in each room are suitable for the timetabled activities. Rooms are clean and tidy and are in exceptional condition.
- The entrance hall consists of two fire extinguishers, a radiator, a settee area, a signing-in desk, 12 pupil lockers and two display boards. Laminate flooring is new. Fire signage is correctly positioned. First-aid information is visible on the wall near the front door.
- The kitchen area will be used for food technology lessons and smaller group work. It consists of a new table and eight new chairs. There is one table and four chairs that still need to be assembled. The fire blanket and first-aid box are new. The floor tiles, the kitchen units, the utensils and the electrical equipment in the kitchen are new. There is a microwave, a toaster, a kettle, an in-built fridge, a dishwasher and recycling bins. Sharp knives are kept locked in a cupboard upstairs. There is a drinking water sticker above the kitchen sink taps. Leaders intend to place a large interactive monitor

in the room. There are no blinds in the kitchen because there is a shelter outside to prevent direct sunlight into the room. There is a COSHH cupboard. The school intends to put a lock on the cupboard door by 21 December 2019. The cupboard will store cleaning materials.

- The fire-retardant roller blinds for the premises are on order and will be fitted by the end of the autumn term 2019.
- The new, high-quality, wooden desks are on order and will be added to classrooms before the school opens on 1 February 2020.
- Classroom one has an interactive smartboard, bookcases, a noticeboard, a recycling bin, a waste bin and a radiator. There are two doors leading off from the room. One door leads to a storage cupboard. The other leads to an examination cupboard. Both rooms are staff key card controlled. The examination cupboard will have a special lock fitted, in line with the requirements of the examination board.
- Classroom two consists of one chair, a bookcase, a whiteboard and a rubbish bin.
- Classroom three has an in-built cupboard which will be used to store and charge 12 laptops. The room is of ample size.
- The staff office doubles up as a medical room. This has a fixed working surface against one of the walls, with three chairs. The room presently stores the two new monitors which will go in the hallway and the kitchen. There are 12 new laptops and tablets in boxes underneath the work surface, which have just arrived. The room has a sink, a collapsible bed and a first-aid box. It is located in suitable proximity to a toilet. There is a 'grab bag' in the room containing first-aid equipment, if required. There is a local information safeguarding board that leaders intend to fix to the office wall so that staff are fully aware of the local authority safeguarding requirements.
- Leaders do not propose to admit pupils with complex medical needs.
- The fire door leading to the children's home will remain locked. It opens automatically if the fire alarm goes off.
- External lighting is provided in order to ensure that people can safely enter and leave the school premises. The garden area is in excellent condition. There is freshly laid turf, secure new fencing and a raised planting area that the pupils will take responsibility for. The pathway leading to the outside classroom consists of shells and not stones. Leaders have used shells so that pupils are not tempted to throw stones. The outside classroom will have a canopy added to allow it to be used during different weather conditions.
- There is ample available space on site for pupils to play safely. Beyond the school garden, a large area is being developed so that pupils have access to sporting activities. A basketball court surface was being laid at the time of the pre-registration inspection. There is ample space for pupils to participate in a wide variety of sports in this area. Physical education will be provided in accordance with the school curriculum.
- The heavy-duty, high fencing is suitable for site security and pupils' safety.
- The seven independent school standards for the premises and accommodation are likely to be met by the proposed school.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)

- The school does not have a website at present.
- Leaders have a thorough understanding about what is required on a school website if they decide to have one. Parents and carers will be informed that school policies are available on request.
- Leaders will provide parents with written reports on an annual basis.
- Prospective pupils are likely to be funded by the local authority. Leaders know that they have to provide a breakdown of the income against expenditure for the funds received from the local authority, including any additional provision for pupils who have education, health and care (EHC) plans.
- This independent school standard is likely to be met by the proposed school.

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)

- There is a complaints policy in place. The policy lists appropriate procedures, timescales, the composition of a panel and steps towards resolutions for both formal and informal complaints.
- The policy is specific to the school.
- This independent school standard is likely to be met by the proposed school.

Part 8. Quality of leadership in and management of schools

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

- The proprietor and leaders have significant experience of this type of setting.
- Leaders are familiar with the independent school standards due to their involvement with other independent schools in the Compass Community group.
- Leaders have carefully thought through the proposed curriculum and welfare provision to make sure that pupils' educational requirements and welfare needs will be met.
- The school's policies are clearly written to reflect the particular vulnerabilities of the pupils who will attend the school site.
- A local authority officer is due to visit the school on 19 December 2019 to view the provision.
- This independent school standard is likely to be met by the proposed school.

Schedule 10 of The Equality Act 2010

- The accessibility plan provides details of how all pupils can access the premises and the curriculum effectively.
- This requirement is likely to be met by the proposed school.

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	147473
DfE registration number	881/6075
Inspection number	10125239

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	Independent school
School status	Independent special school
Proprietor	Compass Community Ltd
Chair	Bernadine Gibson
Headteacher	Rebecca Slayford
Annual fees (day pupils)	£41,600
Telephone number	01255 520024
Website	No website specific to the school
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 to 17	11 to 17
Number of pupils on the school roll	N/A	12	12

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	12
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	Up to 12
Of which, number of pupils with an education, health and care plan	N/A	Up to 12
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	Up to 12

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	6
Number of part-time teaching staff	N/A	0
Number of staff in the welfare provision	N/A	0

Information about this proposed school

- The proprietor seeks registration with the Department for Education (DfE) as a special independent school, to cater for boys and girls who have social, emotional and mental health issues.
- The provider seeks capacity for 12 pupils.
- The school intends to open on 1 February 2020. There is a graduated plan in place to stagger pupils' entry, before building to capacity by September 2020.
- The provider intends to cater for pupils between the ages of 11 and 17 years. Pupils that arrive in Year 11 will be given the time to complete their key stage 4 qualifications. No post-16 courses will be taught.
- Compass Community School is part of the Compass Community group.
- The majority of pupils will be in the care of a local authority.
- The school does not intend to use any alternative providers of education.
- There will be a governing body. There is a chair of the governing body. Governors are specialists in their field.
- The Compass Community group is involved in the proprietorship of other independent schools that are registered with the DfE:
 - Compass Community School North, West Yorkshire (URN 138441)
 - Compass Community School South, East Sussex (URN 145116)
 - Compass Community School, Hemsworth (URN 147306)

Information about this inspection

- This is the first pre-registration inspection of the school.
- The inspector met with the proprietor, the executive headteacher and the regional headteacher for the south.
- The inspector had a telephone conversation with a representative from the local authority to gain their views.
- The visit included a guided tour of the premises and accommodation with the executive headteacher.
- The inspector scrutinised school policies relating to the independent school standards, the curriculum content and the single central record of employment checks.

Inspection team

Stefanie Lipinski-Barltrop, lead inspector

Her Majesty's Inspector

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