

Compass Community School Barwell

Mountfield House, Off Squirrel Way, Epinal Way, Loughborough LE11 3GE

Inspection dates

22–23 July 2020

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

Paragraphs 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)(g), 2(2)(h), 2(2)(i)

- Members of the proprietorial body are proposing a school to meet the needs of pupils with special educational needs and/or disabilities (SEND). They and senior leaders have set out their clear and ambitious rationale, ethos and vision for the school and its pupils.
- The school's curriculum policy demonstrates that leaders will take account of pupils' individual needs. It is intended that most pupils will have education, health and care (EHC) plans. The planned curriculum combines therapeutic support for pupils with academic learning. There is a strong emphasis on ensuring that pupils are helped to achieve their potential through a personalised approach to learning.
- Leaders have prepared schemes of work for subjects in each key stage. These are based on the national curriculum and provide breadth of experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education.
- Leaders recognise that the review of the curriculum is strengthening subject planning in English and mathematics. This is also evident in the geography and religious education schemes of work. Leaders have strategic plans in place to continue this curriculum review. They intend to further strengthen all subject planning to have clear sequencing of learning. This will guide teachers to enable pupils to know more and remember more over time.
- Key stage 4 pupils will have the option of taking GCSE and functional skills qualifications in a range of subjects, including English and mathematics. Leaders are planning to provide post-16 students with an opportunity to complete their key stage 4 qualifications and receive specific guidance on how to make a successful transition to further education or training when they leave.
- Leaders have plans to deliver personal, social, health and economic (PSHE) education. There is a clear policy that indicates how they will do this during assemblies, daily reflection times and discrete lessons. This curriculum includes carefully thought out

schemes of learning for relationship and sex education as well as preparing pupils for life in Britain.

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

- Leaders intend to provide careers guidance through their post-16 education coordinator, who is an experienced careers advisor who currently works across the other schools in the Compass Community group.
- The careers policy sets out the intention to complement impartial advice with careers lessons that include employability skills and that develop pupils' understanding of the world of work.

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

- Leaders intend to monitor very closely the quality of education pupils receive. They have a clear teaching, learning and assessment policy. They have planned the types of learning activities they will use to help pupils gain knowledge, understand new content and develop skills. Leaders have produced thorough assessment and reporting procedures and draft timetables.
- When pupils join the school, staff will consider their aspirations and assess their knowledge and skills. This initial assessment will be used to plan a personalised approach that also matches pupils' EHC plans. Assessment information will be used to adapt and improve pupils' learning.
- The school is likely to meet all the standards in this part.

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

Paragraphs 2(2), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 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 planned curriculum will be enhanced through structured pastoral support, appropriate therapeutic sessions and a well-planned PSHE education programme. Leaders have extensive experience in developing such provision to cater for the personal development and special educational needs of pupils for whom the school is intended. Their plans are realistic and are focused on the individual needs of each pupil.
- Leaders have developed a clear plan and policy for pupils' spiritual, moral, social and cultural development. They intend for pupils to learn about different religions and cultures. Pupils will learn about different Christian denominations and Islam during religious education lessons. Leaders plan for pupils to find out about special events and festivals through assemblies and theme days.
- Leaders plan to teach pupils about this country and what it means to live in a democracy. They also want pupils to take responsibility and understand the value of their place in, and contribution to, British society. Leaders' intentions are for pupils to be involved in a range of experiences, including volunteering and local charity events.
- The school is likely to meet all the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b)

- Leaders understand how to establish a strong safeguarding culture. Members of the proprietorial body and senior leaders have ensured that there are effective arrangements in place to safeguard pupils. They have produced a range of policies to help keep pupils safe. The school's safeguarding policy takes into account the most recent government guidance.
- Leaders intend to monitor pupils' well-being closely so that they can identify any vulnerabilities and provide timely support.
- Leaders have planned for all staff to have regular safeguarding training from the moment they start working at the school. This includes training about what to look for to identify pupils who may be at risk of harm and how to share any concerns they may have about pupils' welfare.

Paragraphs 3, 3(h), 9, 9(a), 9(b), 9(c), 10

- There is a suitable behaviour and attendance policy that sets out what leaders expect of pupils and how staff will promote and manage positive behaviour. There is also an anti-bullying policy. Both policies are written for the specific needs of this school. It is intended that pupils will learn to recognise bullying, and the different forms it takes, through the PSHE education curriculum.

Paragraphs 11, 12, 13

- Leaders have put in place suitable health and safety and first-aid policies. Leaders propose to carry out regular monitoring to ensure that all staff follow the procedures contained within these policies.
- There is some signage on display around the building relating to health and fire safety. This is not complete due to the delays in refurbishment caused by the COVID-19 (coronavirus) pandemic. Leaders plan to ensure that all signage is in place once the refurbishment is finished. Emergency lighting is in place.
- Leaders commissioned an initial fire survey in June 2020. They have responded to recommendations following the initial survey. Leaders have booked a further survey to take place in September 2020, once the building work is complete. The survey will include a review of the school's evacuation plan and a check of the fire extinguishers.
- Leaders have credible plans for staff to receive first-aid, health and safety, and fire safety training. Individual staff will be appointed as nominated first aiders and fire marshals.

Paragraphs 14, 15

- Leaders have suitable plans to make sure that staffing levels will provide appropriate supervision of pupils across the structured school day, including breaktimes and lunchtimes.
- Leaders have plans to manage admissions and attendance information well. They intend to use a computer-based management system to record, track and monitor this information.

Paragraphs 16, 16(a), 16(b)

- The school's risk assessment policy stresses the importance of assessing and managing all types of risks, including in the local environment. Leaders plan for every pupil to have an individual risk assessment that identifies specific steps that should be taken to keep the individual safe. They plan for these to be regularly reviewed. Additional risk assessment and mitigating measures are being undertaken in response to the COVID-19 pandemic.
- The school is likely to meet all the standards in this part.

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

Paragraphs 18(1), 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), 19(1), 19(2), 19(2)(a), 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), 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), 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)

- Leaders and members of the proprietorial body have experience of, and a secure understanding of, safer recruitment procedures. The school has carried out all the necessary pre-employment checks on members of the governing body and senior leaders who are currently associated with the school.
- The school has a single central record that includes the full range of checks required before an individual starts working with pupils. Leaders intend to meet statutory guidance by continuing to complete all checks on future appointments.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(b), 28(1)(d), 29(1), 29(1)(a)

- The proposed school occupies self-contained ground floor accommodation. This adjoins but is separate to a proposed children's care home, also managed by the proprietorial body. Building and refurbishment work is almost complete. This work has been delayed by the COVID-19 pandemic. The work schedule indicates that the work is planned to be finished by the proposed opening date.
- Members of the proprietorial body have created clear systems to regularly monitor and maintain the premises to ensure the health, safety and welfare of pupils and staff.
- The accommodation has several rooms, including a kitchen, three classroom areas and a room that leaders have designated as a therapy room. All rooms are bright and airy, with appropriate acoustics and lighting. Leaders have plans in place for suitable furniture and equipment to be ordered.

- There are two separate toilets; one for pupils and a second one for staff. They are lockable from the inside. Leaders intend to designate the staff toilet a disabled access toilet. There are suitable handwashing facilities with hot and cold water.
- Curriculum plans indicate that physical education will take place off site in specialist venues. Pupils will have access to showering facilities.

Paragraphs 24(1), 24(1)(a), 24(1)(b), 24(2), 28(1), 28(1)(a), 28(1)(c), 28(2), 28(2)(a), 28(2)(b)

- A suitable medical room is available on the premises for the treatment of sick or injured pupils. It provides drinking water, has a washbasin and is close to the pupils' toilet. It is not currently furnished and ordered items have been delayed due to the COVID-19 pandemic.
- Drinking water is readily available in the kitchen. Leaders intend to label suitable drinking water as part ongoing refurbishment work.

Paragraphs 29(1), 29(1)(b)

- The school grounds are suitably lit and secure. There is a car park space to the front. To the rear, there is a large garden where pupils can play and socialise. The garden area has a patio, lawn area, raised beds and fruit trees.
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 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)

- The school does not currently have a website. However, leaders do have plans to set up a website once the school is open. In the meantime, leaders have produced a prospectus that includes a statement of the school's aims and ethos for prospective parents and carers and local authorities.
- All policies and procedures are available in electronic and paper form, including the safeguarding policy. All policies are available on request. Other available information includes the school's address and the names of the director of education and regional executive headteacher. Details about the backgrounds of the two members of the proprietorial board and five governors are available.
- The necessary policies are readily available.
- Leaders have prepared a suitable format for reporting to parents about pupils' achievements while at school. They have also established appropriate procedures to submit financial reports to local authorities and to share records of EHC plans at annual review meetings with relevant agencies.
- The school is likely to meet all the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 32(3), 32(3)(f), 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)

- Leaders have developed a written complaints policy that is available to parents on request. The policy sets out the process leaders will follow when investigating complaints. The policy outlines the various stages of the complaints procedure, including informal and formal stages. It sets out a suitable timeframe for managing complaints. The policy explains how the outcome of a complaint will be communicated to parents, as well as how information relating to a complaint will be stored.
- The school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

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

- Members of the proprietorial body and senior leaders have a clear rationale and desire for opening this school. They have good knowledge and experience of catering for pupils with SEND. The proprietorial body operates similar schools elsewhere.
- Leaders are committed to providing a quality, bespoke curriculum, matched to pupils' behavioural, emotional and social needs. There is a strong focus on providing for pupils' well-being. Leaders are in the process of appointing the necessary staff to meet pupils' additional needs.
- Leaders demonstrate the understanding necessary to ensure that the independent school standards will be met securely and consistently over time.
- The school is likely to meet all the standards in this part.

Schedule 10 of the Equality Act 2010

- Leaders have developed a suitable accessibility plan.
- The school is likely to meet the regulation in this part.

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	148057
DfE registration number	855/6053
Inspection number	10154839

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	01903 857285
Website	Not yet available
Email address	rebecca.slayford@compasscommunity.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11 to 17	11 to 17
Number of pupils on the school roll	Not applicable	6	6

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Girls
Number of full-time pupils of compulsory school age	Not applicable	6

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	6
Of which, number of pupils with an education, health and care plan	Not applicable	6
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	6

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	2
Number of part-time teaching staff	Not applicable	1
Number of staff in the welfare provision	Not applicable	1

Information about this proposed school

- Compass Community School Barwell is part of the Compass Community Limited group. The school intends to open on 1 September 2020. The proposed school is located in Barwell, Leicestershire.
- The school intends to cater for up to six girls aged between 11 and 17 years. Most are likely to have a range of special educational needs, including behavioural, emotional and social needs.
- Pupils will be supported with therapeutic provision as part of a broad and balanced curriculum. Pupils might stay at the school until the age of 17, to complete their key stage 4 qualifications.
- Most pupils will be in the care of a local authority. The school will consider pupils referred by local authorities for admission to the school.
- The school will not make use of any alternative providers.

Information about this inspection

- This inspection was commissioned by the Department for Education during the COVID-19 pandemic of 2020. Some of the inspection was conducted remotely. This was due to social distancing requirements during the COVID-19 outbreak.
- The inspection was commissioned to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open.
- This is the school's first pre-registration inspection.
- I visited the site to check the suitability of the premises, as well as aspects of the school's planned provision. The on-site visit was limited by the need to observe social distancing during the COVID-19 outbreak.
- Due to the COVID-19 pandemic, documents were submitted electronically and were viewed remotely. Some documents were also reviewed during the site visit. Information included curriculum plans, school policies and safeguarding documents.
- I spoke by telephone with the chief executive officer, who is also a director.
- I provided the final feedback to the headteacher by telephone.

Inspection team

Chris Davies, lead inspector

Her Majesty's Inspector

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