

# Compass Community School Willow Park

Willow Street, Sowerby Bridge, West Yorkshire HX6 2BU

**Inspection dates**

6 October 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)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(g), 2(2)(h), 2(2)(i) and 3(i)*

- The school leadership team has a very clear focus and vision for the school. Ensuring pupils receive a high-quality education, tailored closely to their needs is one of the cornerstones of their vision.
- This ambition is clearly reflected in the well-written curriculum plans submitted at the time of the inspection. Plans further reflect leaders' understanding of the need to deliver a curriculum which systematically builds pupils' knowledge and understanding over time.
- The proposed curriculum is based on the national curriculum and ensures pupils from a broad range of starting points access learning in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative subject areas across the school.
- Leaders plan that teaching staff will work closely with the onsite therapy team. Leaders believe this will ensure pupils are supported to overcome difficulties and become successful learners. This approach has been successfully used in the company's other schools. Leaders attribute this joint professional approach to the high level of success of pupils in this year's GCSE examinations in their other schools.
- Leaders have recently appointed a special educational needs co-ordinator (SENCo), who, in line with other SENCos in the rest of the company's schools, is an accredited mainstream SENCo. At the time of the inspection, she was busy ensuring robust systems were being put in place to support the needs of prospective pupils.
- Curriculum plans show how the school has taken into account the new sex and relationship requirements. Plans also show the personal, social and health education (PSHE) scheme of work is aligned to the school's aims and ethos, and is likely to prepare pupils effectively for life in British society.

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

- Leaders have ensured that proposed provision for careers education meets the requirements of the Gatsby benchmarking criteria.
- External support is to be accessed for secondary pupils to ensure that they all receive unbiased advice to enable them to make effective career choices.

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

- Leaders are very clear about the needs of prospective pupils. Leaders' therapeutic approach to learning is underpinned by a well-designed, positive behaviour policy, which supports leaders' high expectations of pupils' behaviour.
- It is planned that prospective primary pupils will be educated on the top floor of the building with a different entrance, breaktime and lunchtime to secondary pupils. Secondary pupils will receive education on the lower floor, once again with a separate entrance. This is likely to ensure the best use of space and resources, particularly the outdoor space.
- Leaders have started to recruit staff in preparation for opening the school. All teaching staff are required to have qualified teacher status and are to be supported by experienced teaching assistants. This approach, leaders believe, will help to achieve their vision of motivating, educating and inspiring all pupils to achieve their full potential.
- Leaders have developed an effective framework for assessing pupils' progress which has been tried and tested in the company's other schools. It is planned for the same system to be introduced to the prospective school. Modifications will be made dependent on the needs of pupils.
- The standards in this part 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) and 5(d)(iii)*

- Leaders have ensured that the proposed PSHE curriculum reflects the school's vision and ethos to 'motivate children and young people to engage with education and overcome barriers to learning' through their vision to 'inspire learners to make positive life choices and provide pupils with a therapeutic education which enables them to make the most of their life chances.'
- Developing pupils' self-esteem and self-worth are at the heart of all the school proposes to do. This is reflected in leaders' belief that every child deserves to be given the chance to learn and succeed.
- School leaders recognise the need for pupils to develop an understanding of British values. Plans show this is to be achieved through democratic elections for pupils' posts, such as membership of the school council, and by developing links with people in the locality through a community project.
- Leaders are clear about ensuring pupils understand the importance of respecting the groups protected by the Equality Act 2010. Plans to enable pupils to develop this

understanding show pupils are to be involved in age-appropriate class discussions and thought-provoking debates.

- Through planned studies of other religions in religious education and visits to a variety of different places in the locality, it is planned that pupils will learn respect for other cultures as well as their own.
- The standards in this part are likely to be met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a) and 7(b)*

- Leaders and the proprietor have made sure that there are effective arrangements in place to safeguard pupils. The school's safeguarding policy takes into account the most recent government guidance.
- Planned safeguarding training for both the designated safeguarding leads and staff is to be undertaken regularly and is to include safeguarding information relating to the locality of the school.
- Regular safeguarding updates are also planned for weekly staff briefings.
- The planned PSHE curriculum will enable pupils to learn how to stay safe in the local community as well as online.

#### *Paragraphs 9, 9(a), 9(b) and 10*

- School leaders have very high expectations for pupils' behaviour both inside and outside the classroom.
- It is planned that collaborative work with the on-site therapy team will enable staff to understand pupils' reactions and behaviour clearly.
- A positive reward system is planned for pupils which emphasises pupils' positive actions, but also enables pupils to understand the need to be responsible for their behaviour and its effect on others.
- Any sanctions for difficult behaviour are to be decided between staff and the therapy team and are to be recorded appropriately

#### *Paragraphs 11, 12, 13, 14, 15, 16, 16(a) and 16(b)*

- Leaders have put in place an effective health and safety policy and have identified the administrator as being responsible for health and safety within the school. Her duties include taking responsibility for hazards such as the safe storage of cleaning fluids, and carrying out regular health and safety checks on the school and grounds.
- It is planned that all staff will be first-aid trained. Current staff and leaders have all received first-aid training as evidenced by certificates produced during the inspection.
- The medical room is equipped with a first-aid kit containing a range of bandages and dressings. The medical room is located close to a toilet and has a sink. The room is also the administrator's office. At the request of the lead inspector, the school produced a well-written risk assessment for cleaning the office in the event of an outbreak of an infectious disease such as COVID-19 (coronavirus) or norovirus.

- The school building has been fire risk assessed. Fire evacuation routes are signed and suitable emergency lighting is in place. Regular fire safety checks and drills are planned. Staff will receive fire safety training as part of the school's induction process.
- The school has in place a proforma for attendance and admission registers. Both meet current requirements.
- A risk assessment policy has been put in place which identifies risks and hazards effectively. The risk assessment carried out on the medical room during the inspection demonstrated leaders' ability to measure risk competently.
- The standards in this part are likely to be met.

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

*Paragraphs 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(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)(b), 21(5)(c), 21(6), 21(7), 21(7)(a) and 21(7)(b)*

- The school has in place a single central record which details the full range of pre-employment checks to be carried out on all staff and the proprietor body, such as fitness to work checks and checks on staff who have worked abroad.
- Leaders have completed safer recruitment training. Current guidance has been adhered to when making staff appointments.
- School leaders are aware of the checks required to be carried out should they decide to employ supply teachers in the future.
- The standards in this part are likely to be met.

#### Part 5. Premises of and accommodation at schools.

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)*

- The school is to be housed in a refurbished building which was previously a nursery.
- Refurbishment has been carried out to a high specification. At the time of the inspection, not all resources had been delivered, due in part to shortages caused by the current global pandemic. School leaders provided email confirmation of further orders which will be delivered before the school's proposed opening date.
- The school building is on a hillside with entrances on two floors. Primary classrooms are located on the first floor with a separate entrance. The secondary section is located on the lower floor and is also to have its own entrance.
- The external space is limited but is well designed and includes an area with decking and seating, as well as a larger space with an all-weather grassed area. A small park is set below the school which leaders plan to use to extend pupils' play area.

- The school plans for most of the physical education (PE) curriculum to be delivered off site. However, there are two larger spaces in the primary and secondary sections of the school which leaders plan to use for small groups to take part in PE. Showers are available for older pupils to use for on-site PE, if required.
- The school has sought registration for 24 pupils. Accommodation is designed to be flexible dependent on the needs of pupils accepted to the school. Careful timetabling and a staggered start and finish time are to be put in place to ensure primary and secondary pupils do not access the lunch and the outside space at the same time.
- The building is in excellent decorative order. Offices and classrooms are well-lit with lights which emit a daylight coloured light. Effective sound insulation ensures the acoustics in each room meet requirements.
- There are sufficient toilets to accommodate the prospective number of pupils. The medical room has a sink and bed. It is located close to a toilet.
- There are sufficient washing facilities within the toilets and drinking water is freely available on each floor.
- The standards in this part are likely to be met.

#### 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)(j), 32(2), 32(2)(a), 32(2)(b), 32(b)(ii), 32(2)(b)(i), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(f), 32(3)(g) and 32(4)*

- The school has recently launched a website. However, leaders are not yet satisfied by the quality of all aspects of the site and are in the process of making changes.
- All of the school's policies and procedures are made available in paper form, including the safeguarding policy, should parents request them.
- Leaders intend to provide parents with an annual report which provides information about the progress and attainment of each pupil in each subject area. A proforma for this was viewed by the inspector at the time of the inspection.
- The proprietors are aware of the need to provide information to local authorities for annual reviews. Leaders are proposing to employ a SENCo to carry out this role.
- The standards in this part 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) and 33(k)*

- The school's proposed complaints policy meets the requirements of these standards. The policy lays out clearly the stages required to investigate a complaint along a reasonable timeline and is intended to be accessible to parents through the website, or on application from the school's office.
- The standards in this part are likely to be met.

#### Part 8. Quality of leadership in and management of schools

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

- The director of education, proprietor and leadership team have carried out research into the feasibility of the school in its current location. Leaders aim to provide an education which allows pupils to access an on-site therapy team. It is planned that the close working partnership between therapy and education will support pupils to access and succeed in learning.
- Leaders aim to engage pupils, raise their self-esteem and expectations of their own abilities and address their emotional needs. Keep safe and learn is a key focus.
- Leaders and the proprietor recognise the importance of supporting younger pupils who are at an earlier stage in their school career, with the hope of returning them to mainstream settings.
- The proprietor shares the director of education's vision for the future and has a strong understanding of the issues facing prospective pupils. This enables her, alongside the governing body, to hold the director of education to account for her actions in developing the school.
- Governors are already in place and come from a broad range of different backgrounds. The proprietor recognises the need for parental representation on the governing body and is actively seeking a parent representative.
- Leaders have ensured that safeguarding practice and procedures are likely to be secure and that pupils' welfare requirements are likely to be met.
- The standards in this part are likely to be met.

#### Schedule 10 of the Equality Act 2010

- The school has in place an effective accessibility plan which details how leaders will improve accessibility for pupils with a disability over the next three years.

## **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	148059
DfE registration number	381/6025
Inspection number	10166578

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)	£32,000
Telephone number	07753584581
Website	<a href="http://www.compass-schools.org/willow-park/">www.compass-schools.org/willow-park/</a>
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	Not Applicable
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	Not Applicable
Total hours operating as a school per week	Not Applicable
Total hours of teaching provided per week	Not Applicable



## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	NA	6 to 17	6 to 17
Number of pupils on the school roll	NA	24	24

## Pupils

	School's current position	School's proposal
Gender of pupils	NA	Mixed
Number of full-time pupils of compulsory school age	0	24
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	24
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	0	24
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	0	24

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	5
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	NA	NA

### **Information about this proposed school**

- The proposed school is situated in the town of Sowerby Bridge in a building which has been converted from a children's nursery.
- The proposed school plans to meet the needs of pupils with social, emotional and mental health needs.
- It is planned that an on-site therapy team will work closely with pupils and educational staff.
- The proposed school does not have a religious denomination.
- The proposed school does not intend to use alternative education provision.
- The proposed school has a website which is currently under construction.

## Information about this inspection

- This pre-registration inspection was commissioned by the Department for Education during the COVID-19 pandemic of 2020, to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open. Some of the inspection activities were conducted remotely. This was due to the restrictions placed on non-essential travel during the COVID-19 outbreak. This is the proposed school's first inspection.
- Due to the COVID-19 pandemic, some documents were submitted electronically and were reviewed remotely by the lead inspector. Several additional documents, including health and safety, fire regulatory compliance and the single central record were scrutinised on site. The lead inspector also looked at a range of safeguarding records, including the updated safeguarding policy.
- The lead inspector held telephone discussions with the proposed headteacher and the proprietor.
- Feedback took place via a video-conferencing call with the proposed headteacher and the proprietor.

## Inspection team

Marian Thomas, lead inspector

Ofsted Inspector

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