

Compass Community School Lincolnshire

Compass Community Ltd., Mountfields House, Off Squirrel Way, Epinal Way,
Loughborough LE11 3GE

Inspection date

21 September 2021

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(2), 2(2)(a), 2(2)(b), 2(2)(g), 2(2)(h), 2(2)(i), 3, 3(a), 3(b)

- The proposed school's curriculum policy sets out a clear vision for pupils' education. The policy reflects the school's ethos. The curriculum will promote pupils' personal development and help prepare them for life in modern Britain.
- The curriculum is based around the national curriculum. Pupils will study a range of subjects, including linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The curriculum will support pupils to follow their individual interests.
- Detailed plans are in place to support the delivery of the intended curriculum. These take into account the specific needs of the proposed cohort.
- The curriculum will give considerable priority to reading. Pupils will be encouraged to develop their reading skills. Leaders intend to promote a love of reading through all aspects of the school's work. For example, a 'book of the month' will feature across the curriculum. Pupils will experience a range of texts from different genres, including literature and graphic novels. Pupils will be supported to read at school and at home.
- The key principle behind the school's curriculum is to support pupils to be successful in all aspects of their life through providing a holistic education that meets their academic and social needs.

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

- Leaders are keen that pupils will understand the range of options available to them when they leave school. Pupils will receive impartial careers advice and guidance. This will ensure that pupils know their different career options.
- Staff will support pupils to take their next steps. For example, they will accompany pupils on visits to colleges and other providers. Pupils will be supported to write a curriculum vitae and make college applications.

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

- The proprietor has ensured that processes are in place to monitor the quality of teaching in the school.
- Teachers will work with other teachers in the Compass Community Schools group to develop their teaching and share best practice. Subject specialists will support teachers to adapt the curriculum to meet pupils' individual needs.
- A clear framework for assessment is in place. Teachers will assess what pupils know and can do and use this information to adapt their plans.
- The school is well resourced. Pupils will have access to high-quality resources, including technological and digital.
- Leaders understand the behavioural needs of the proposed cohort. They will ensure that staff have the training and skills they need to meet pupils' needs effectively. Pupils will learn how to manage their own behaviour.
- The school is likely to meet the independent school standards in this part.

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

Paragraphs 2(1), 2(1)(b)(ii), 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)

- Pupils will study a comprehensive personal, social, health and economic (PSHE) education curriculum. In addition, aspects of PSHE education will permeate the school's work.
- The curriculum promotes fundamental British values. Pupils will learn about democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. For example, pupils will visit local places of worship to develop their understanding of different faiths and religions.
- Pupils will be encouraged to have respect for those who meet the protected characteristics as set out in the Equality Act 2010.
- The curriculum will ensure that pupils learn about public institutions and services. Leaders will encourage pupils to contribute positively to the lives of others. For example, pupils will take part in volunteering activities in the local community.

Paragraph 5, 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- Leaders will ensure that pupils receive a balanced presentation of opposing views. They will monitor materials that external speakers present to pupils and ensure that the school's values are upheld.
- The school is likely to meet the independent school standards in this part.

Part 3. Welfare, health and safety of pupils

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

- Leaders have identified that ensuring the welfare, health and safety of all pupils is a priority. Leaders intend that the school will provide a nurturing environment that will develop pupils' well-being and mental health.

- The school has a comprehensive safeguarding policy in place. It incorporates the latest guidance issued by the Secretary of State. Leaders have clear plans to ensure that the policy is implemented effectively.
- The safeguarding policy provides clear guidance for managing safeguarding concerns. This includes what staff should do if they have concerns about an adult's conduct.
- Leaders are well trained and knowledgeable about safeguarding matters. They recognise safeguarding issues that are pertinent to the school's proposed cohort. Plans are in place to mitigate such risks. Staff will receive regular and up-to-date training to ensure that all understand how to fulfil their safeguarding responsibilities.
- Systems are in place to maintain high-quality safeguarding records.
- The curriculum will support pupils to understand how to keep themselves safe and how to seek support, should they need it.
- The school's safeguarding policy will be made available to parents and will be published on the school's website.

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

- The school has a clear behaviour policy. It reflects the school's ethos of inclusivity and support. It sets out how pupils will be encouraged and supported to behave well. The policy sets out what action will be taken in the event of pupil misbehaviour.
- The school has an appropriate anti-bullying policy.

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

- The school has appropriate policies in place relating to health and safety, fire safety, first aid and risk assessment. These identify roles and responsibilities. The policies outline how these aspects of the school's work will be monitored.
- The proprietor has ensured that suitable levels of supervision will be in place at all times.
- The school's admissions register has been set up. It meets the requirements of the Education (Pupil Registration) (England) Regulations 2006.
- The school is likely to meet the independent school standards in this part.

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)(c), 21(6)

- The proprietor understands the need to undertake all relevant checks on staff's suitability to work with children. Processes are in place to ensure this happens before staff take up their posts. Staff who have already been appointed have been subjected to the necessary checks.
- The school's single central register is set up and meets requirements.

- Leaders are trained in safer recruitment practices.
- The school does not intend to use supply staff, but systems are in place to check these members of staff should they be required.
- The school is likely to meet the independent school standards in this part.

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

- The school has suitable toilets for the sole use of pupils. These are in individual cubicles that can be locked from the inside. The cubicles contain suitable handwashing facilities. The water temperature will be monitored to ensure that it does not provide a scalding risk.
- The school has suitable changing and shower facilities.
- Accommodation is provided for the short-term care of sick and injured pupils. It contains washing facilities and is located near to a toilet.
- Drinking water is available. It is clearly labelled as such. In addition, bottled water for drinking will be provided.

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

- The building provides suitable accommodation. It is in good condition. Classrooms are of a suitable size and provide good acoustics and lighting.
- There is external lighting to enable people to enter and leave the building safely.
- The proprietor has ensured that plans are in place to monitor the maintenance of the site and accommodation.

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

- The proprietor plans to develop the external grounds to provide suitable areas to deliver the physical education curriculum. There will also be an area designated for pupils to socialise, including a play and seating area.
- The school is likely to meet the independent school standards in this part.

Part 6. Provision of information

Paragraphs 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 will launch its website before pupils are admitted to the school. It will contain all the required information.
- Leaders know what information they are required to provide to parents and external authorities. Parents will receive a welcome pack of relevant information. Systems are in place to ensure that all required information is shared with the appropriate authorities.
- The school is likely to meet the independent school standards in this part.

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 school's complaints policy sets out how complaints will be handled. It outlines the actions parents should take if they have a complaint and how the school will respond. It provides a clear timeline for the handling of complaints.
- The school is likely to meet the independent school standards in this part.

Part 8. Quality of leadership in and management of schools

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

- Leaders are united in their vision for the school. They hold pupils' interests at the heart of all they plan to do. They are determined to provide an effective education and promote pupils' well-being.
- Leaders understand the requirements of the independent school standards and know how to ensure that they are consistently met.
- The proprietor has ensured that appropriate systems are in place to monitor and evaluate the impact of leaders' work. Directors are experienced and knowledgeable. They have the skills to support and hold school leaders to account.
- The school is likely to meet the independent school standards in this part.

Schedule 10 of the Equality Act 2010

- Arrangements are in place to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.
- 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	148827
DfE registration number	925/6060
Inspection number	10206910

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 special school
School status	Independent school
Proprietor	Compass Community Ltd
Chair	Bernadine Gibson
Headteacher	Belinda Nixon
Annual fees (day pupils)	£36,400
Telephone number	07753 584 581
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	8	8

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Boys
Number of full-time pupils of compulsory school age	Not applicable	8
Number of part-time pupils	Not applicable	0

Number of pupils with special educational needs and/or disabilities	Not applicable	8
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 8
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 8

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	3
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	0

Information about this proposed school

- The proposed school will be located in Lincolnshire.
- The school will provide full-time education for up to eight pupils. The pupils will have social, emotional, mental and health needs. Most pupils will have an education, health and care plan.
- The school does not propose to use alternative provision.
- The school will be part of the Compass Community Schools group, operating as part of Compass Community Ltd.

Information about this inspection

- This was the school's first pre-registration inspection.
- The school is not currently operating. The accommodation is ready to receive pupils. At the time of the inspection, works to the external areas were not fully complete.
- I met with the proposed school's headteacher and proprietor. I met with the director of education and the deputy director of education from Compass Community Ltd.
- I undertook a tour of the school's site, including the external areas.
- I scrutinised a range of documentation, including schemes of work and policies.
- I looked at the school's single central register and the school's processes for appointing staff.

Inspection team

Deborah Mosley, lead inspector

Her Majesty's 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 1231, 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/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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021