

Compass Community School Athelstan Park

114 Warminster Road, Westbury, Wiltshire BA13 3PR

Inspection date

27 July 2022

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 2–4

- Compass Community School Athelstan Park is proposed as a special school for pupils with social, emotional, behavioural and mental health needs. Leaders expect most pupils to have an education, health and care (EHC) plan. They anticipate that pupils will be likely to arrive at the school having experienced significant trauma and disruption to their previous education. The proprietor, Compass Community Ltd, intends to build on its expertise and track record within the sector to provide pupils with a carefully planned academic and therapeutic curriculum.
- To support staff, leaders have produced detailed schemes of work. Pupils will study a broad range of subjects, including English, mathematics, science, computing, history, art and physical education (PE). Teachers will be able to draw on expertise from subject specialists across the Compass network of schools. A rigorous monitoring cycle will allow leaders to act swiftly and make necessary improvements where needed.
- When pupils join the school, leaders plan to assess their academic, social and emotional needs. They will use this information to design a personalised curriculum. The school's curriculum policy describes how leaders plan to 'fit the curriculum to the child, not the child to the curriculum'. Teachers plan to adapt the lessons in the most effective way to help pupils learn and remember more. Leaders will ensure that teachers check what pupils know through quizzes and learning journals. Leaders aim to 'motivate, educate and inspire' pupils to be effective learners. Leaders are ambitious. They expect pupils to acquire relevant qualifications that provide the 'best life chances' for future employment and education.
- Leaders recognise that reading is the key to all learning. Throughout the school day, pupils will have the opportunity to read and listen to stories. Leaders have already invested in high-quality books and a validated phonics programme. All staff will be trained to help support pupils who have not yet mastered the phonics code.

- Leaders are committed to prioritising pupils' personal development. The planned personal, social, health and economic (PSHE) education programme details how pupils will learn about healthy relationships, staying safe, physical and mental health and becoming confident, independent and resilient learners. A pledge of '50 experiences' for pupils to complete is an integral part of enriching pupils' wider development.
- Pupils from Year 8 onwards will receive career guidance from an advisor who already works across all Compass schools. In addition, they will receive impartial advice and information from external providers. The school's careers programme is intended to cater for pupils' skills and talents.
- The standards in this part are likely to be met.

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

Paragraph 5

- The planned PSHE education programme ensures that pupils will learn about different cultures, beliefs and ways of life. Documents and plans demonstrate how leaders will provide for pupils' spiritual, moral, social and cultural development in all aspects of school life.
- Through the curriculum, pupils will learn about fundamental British values, such as democracy and the rule of law. A wide range of trips and visiting speakers will support this curriculum area. Leaders will encourage pupils to not just 'follow the crowd' but make up their own minds and accept responsibility for what they do. Leaders plan to create pupil ambassador roles, so pupils have a voice and are listened to.
- Leaders have a strong understanding of different protected characteristics, as specified in the Equality Act 2010. They are committed to teaching pupils the importance of respect for difference and diversity.
- The standard in this part is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7

- Leaders have updated the child protection and safeguarding policy to account for the most recent guidance in 'Keeping children safe in education, 2022'. Leaders plan for the headteacher to become the designated safeguarding lead (DSL), with the executive headteacher as deputy DSL. An electronic reporting system is already in place for staff to report concerns.
- The director of education and executive headteacher demonstrate a secure knowledge of their statutory duties to keep pupils safe. They have proven experience in setting up an effective safeguarding culture. Leaders have put together a comprehensive and ongoing training programme for staff. They share an attitude of 'it could happen here' where safeguarding is concerned. Leaders intend to hold a daily safeguarding briefing to make sure that all staff are well informed of the risks pupils may face and the indicators of harm.

Paragraphs 9–16

- Leaders have ensured that the necessary behaviour and anti-bullying policies are in place. They plan to follow a system they have successfully adopted in other Compass

schools. Pupils will receive rewards for positive actions. As many of the pupils who will attend the school are likely to have negative experiences of school, leaders place significant importance on building positive relationships between staff and pupils. Plans for the supervision of pupils are appropriate.

- All staff will receive training in de-escalation techniques and restrictive physical intervention. The director of education and executive headteacher have put systems in place to monitor all reports of bullying monthly.
- Leaders have well-considered arrangements for health and safety, first aid and risk assessment. They have produced comprehensive policies and procedures. All staff will be trained in first aid.
- Proprietors commissioned a fire risk assessment before completing the planned refurbishment. They have quickly rectified the areas identified as 'high priority'. A systematic programme of daily and weekly checks will help to ensure that the proposed premises remain in good condition.
- Leaders have already set up electronic attendance and admissions registers. These follow the latest guidance from the Department for Education.
- The standards in this part are likely to be met.

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

Paragraphs 18–21

- The proprietor has effective systems in place to ensure that all staff, including directors of Compass Community Ltd and governors, are suitable to work with pupils. A central human resources team support school leaders in completing required checks. Statutory information is recorded on an electronic single central record, including reference checks and confirming a person's medical fitness. The executive headteacher monitors this regularly to ensure that it is accurate and complete.
- Leaders do not intend to use supply staff. However, they are aware of the procedures to follow if supply staff were used.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23–29

- The proposed site for the school was a former hotel. The main reception and staffroom are accessible via a secure entrance at the front of the school. Three additional outbuildings have been refurbished to a high standard.
- There are seven main classrooms, including dedicated spaces for primary-aged pupils. The classrooms are well lit and have suitable acoustics and ventilation. There is enough room to accommodate 18 pupils.
- There are two therapy rooms, a meeting room and a dining area. Many of these spaces can be used flexibly, depending on the pupils' needs.
- Boys and girls have separate toilet facilities. There is an adequate supply of cold and hot water. The hot water supply is set at a safe temperature. The medical room contains a bed, has appropriate washing facilities and is next to a toilet.

- Pupils will have access to drinking water from the on-site kitchen.
- The outdoor spaces are suitable for pupils to play and socialise. These include a hard-standing area and a small area of grass. There are no changing facilities. Leaders plan to take pupils off site for physical education.
- The standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32

- The website for the proposed school is currently under construction. Leaders know the requirement to provide statutory information to parents on request. They have well-established systems in place to enable this to happen.
- Leaders intend to provide parents with termly pupil progress reports that exceed statutory requirements.
- Leaders are well informed of what they need to provide in respect of annual income and expenditure for pupils funded by the local authority, public funds or with an EHC plan.
- The standard in this part is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33

- The school's complaints procedure sets out clear timescales for managing a complaint. The information includes how parents can raise concerns informally in the first instance through to a formal procedure.
- Leaders will keep records of any complaints securely. These will be made available for inspection.
- Leaders intend to provide parents with an electronic copy of the complaints policy through a parent partnership document.
- The standard in this part is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- Leaders, including the proprietor body, have a secure understanding of the independent school standards. They have taken astute action in their preparatory work to ensure that the necessary policies and procedures are in place. As experienced providers of independent special schools, leaders have effective systems in place to ensure that the independent school standards are likely to be met.
- The proposed leadership structure of the school is well considered. The regional executive headteacher and governors will work closely with the headteacher to provide ongoing support and challenge. The director of education will report to the proprietor board. Leaders have strong lines of accountability at all levels.
- Leaders plan to provide a comprehensive induction programme for the headteacher and staff. For example, staff will visit other Compass schools to see the implementation of shared policies and practices.

- Leaders have established effective arrangements to manage safeguarding and promote pupils' welfare. Leaders place the care and well-being of pupils at the centre of all their decisions.
- The standard in this part is likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have a suitable accessibility plan in place that meets the requirements of schedule 10 of the Equality Act 2010. The plan outlines how leaders intend to improve pupils' access to the curriculum, physical environment and information.

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	149340
DfE registration number	865/6062
Inspection number	10247334

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 special school
Proprietor	Compass Community Ltd
Chair	Bernadine Gibson
Headteacher	Andrew Cooper
Annual fees (day pupils)	£63,500
Telephone number	07584 574102
Website	None
Email address	andrew.cooper@compass-schools.org
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	8–17	8–17
Number of pupils on the school roll	Not applicable	18	18

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	18
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	18
Of which, number of pupils with an education, health and care plan	Not applicable	18
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	18

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	10
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	6

Information about this proposed school

- Compass Community School Athelstan Park is proposed as a new independent special school for up to 18 pupils between the ages of 8 and 17 years. The proprietor, Compass Community Ltd, runs 16 registered independent special schools.
- The proposed school intends to educate pupils with social, emotional, behavioural and mental health needs. It is anticipated that most pupils will have an EHC plan.
- Compass Community Ltd has two directors, a chief executive officer (CEO) and a director of finance. A regional executive headteacher will oversee the leadership of the proposed school. A headteacher has been appointed and is due to start in August 2022. A teacher and two teaching assistants have been recruited to start in September 2022.
- The site of the proposed school is a former hotel in Westbury, Wiltshire.

Information about this inspection

- The inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.
- This was the proposed school's first pre-registration inspection.
- The inspector met with the director of education and regional executive headteacher. The inspector held a remote meeting with the CEO.
- The inspector toured the school site with leaders to check the suitability and safety of the premises.
- The inspector reviewed and evaluated documents provided by the school, including risk assessments, policies, curriculum plans and safeguarding information.

Inspection team

Dale Burr, lead inspector

Her Majesty's Inspector

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