

Compass Community School Mountfields House

Off Epinal Way, Loughborough, Leicestershire LE11 3GE

Inspection date

4 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(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)

- Pupils will experience learning across the full range of subjects. All pupils will study English, mathematics and science. Pupils will also have experience of learning in other disciplines, including creative, technological, physical and human and social education.
- When it is appropriate, pupils will be able to complete qualifications, including GCSEs.
- Pupils who remain at the school beyond the age of 16 will study a curriculum that is appropriate to their stage of learning and their additional needs. This curriculum will help to prepare them for their next steps.
- Pupils will complete assessments when they first arrive at the school. These assessments will enable leaders to establish pupils' starting points as well as any knowledge gaps that pupils may have across the different subjects. Teachers will use this information when planning learning, to fill any knowledge gaps and enable pupils to build their understanding over time.
- Leaders will assess how well pupils can read. Those who are at an early stage of learning to read will receive appropriate support, including in developing their phonic knowledge. Pupils will have daily opportunities to read, to help them to develop a love of reading.
- Through their mathematics lessons, pupils will receive opportunities to develop their knowledge and skills in numeracy.
- When planning learning, teachers will take into account pupils' additional needs. Teachers will consider the targets contained in any pupils' education, health and care plans (EHC plan) as well as in pupils' individual learning plans. This will help to ensure that pupils can access the learning. Adults in the room will provide further support, including on a one-to-one basis, when this is appropriate.

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

- Pupils will receive careers advice and guidance. They will learn about the opportunities available to them, both locally and nationally, in education, training and employment, including apprenticeships.
- Leaders will engage with local businesses and places of education, including colleges and the local university, so that the information pupils receive is impartial and current.

Paragraphs 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(c), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2)

- Pupils will receive age-appropriate relationships and sex education. They will learn about healthy relationships, for example, and about how to keep themselves safe.
- Leaders will engage with parents and carers to help review this provision.

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

- Leaders will employ subject specialists to teach English, mathematics and science. They will employ a primary specialist to teach primary-aged pupils as well as those pupils who are at the stage of learning equivalent to primary-aged provision.
- For all other subjects, teachers will receive training to ensure that they have the necessary subject knowledge to be able to teach the knowledge and skills effectively. Subject leaders, who work for the proprietor across all their schools, will provide regular training and support to help design and deliver the curriculum. Additionally, staff will be able to access training provided by external organisations.
- Teachers will regularly assess what pupils know and remember. They will do this through questioning pupils and setting regular assessments. Teachers will adapt future learning to fill any knowledge gaps that these assessments identify.
- Leaders will regularly visit lessons and look at pupils' work. This will enable them to assure themselves of the effectiveness with which teachers teach the curriculum and support pupils in their learning. Leaders will also consider teachers' own review of learning which they complete at the end of each taught session. This will enable leaders to evaluate how effectively teachers are using their knowledge of what pupils have learned and remembered to inform future planning.
- The range of resources available to teachers, including online resources, is appropriate.
- 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)

- Pupils' spiritual, moral, social and cultural development will be at the core of the school's personal, social, health and economic (PSHE) education curriculum. Leaders will use educational visits to help reinforce what pupils learn through their studies of PSHE. For example, pupils will visit a range of places of worship to learn about different religions.
- Pupils will learn about local services, including the police force and the fire service.

- Pupils will learn about the people who live and work close to the school.
- The support that pupils receive to help manage their own behaviour will enable them to learn the difference between right and wrong. Staff modelling good behaviour will help to reinforce this learning.
- Pupils will learn about how people may be different to them and how they should respect such difference. This includes any differences that fall within the protected characteristics identified in the Equality Act 2010.
- Leaders will monitor pupils' experiences, including through educational visits, to ensure that pupils prepare well for life in modern Britain. Leaders will ensure that these experiences help pupils to grow in confidence and self-esteem.
- Through visits to lessons and ongoing checks on the quality of the PSHE education curriculum, leaders will assure themselves that teachers do not promote partisan views.
- 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), 32, 32(1)(c)

- School leaders have placed a high priority on keeping pupils safe, including by providing appropriate support to meet pupils' additional needs. Leaders understand the extra safeguarding challenges that pupils with special educational needs and/or disabilities (SEND) may face. They have identified the importance of ensuring that staff are aware of these challenges and are vigilant about their pupils' welfare. These challenges include self-harm, harmful sexual behaviours, and running away.
- Staff will receive comprehensive safeguarding training. This will ensure that staff know the signs to look for that may indicate pupils are at risk of harm. The training will ensure that all staff know that it is their responsibility to alert senior leaders to any concerns they may have about pupils' welfare, no matter how small the concern may be. This will promote a culture of vigilance among staff.
- Daily staff briefings will ensure that all staff have opportunities to share any concerns that they may have about pupils' welfare. Briefings at the beginning of the day will help staff to plan the support that they will provide during that day. A briefing at the end of the school day will allow staff to reflect on the effectiveness of the support that they have provided and to share best practice. Leaders will use these briefings to provide staff with further support and guidance, as appropriate.
- Safeguarding leaders will work closely with parents and external agencies so that pupils, with whom they have safeguarding concerns, receive appropriate support.
- Leaders have established an electronic system for staff to record any welfare concerns. Staff will also be expected to report such concerns directly to safeguarding leaders. Leaders will regularly check the electronic system to monitor any referrals, and to assure themselves that responses to these concerns are timely and appropriate.
- Leaders will ensure that staff know how to raise any concerns about adults' actions towards pupils. Leaders understand what actions they must take in response to any allegations.

- Leaders will undertake appropriate checks of any alternative provisions that they may use to provide pupils' education away from the school site. These include safeguarding checks.
- Pupils will learn how to be safe, including when online and when out in the community.
- The school's safeguarding policy reflects the latest national guidance and is available on the school's website.

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

- The school's behaviour policy promotes positive behaviour. Pupils will earn rewards for behaving appropriately and engaging with the learning. Staff and pupils will celebrate pupils' achievements in relation to positive behaviour.
- Staff will receive training in emotional coaching, behaviour management and de-escalation techniques. This will help staff support pupils who struggle to manage their own behaviour.
- Through their presence around the school site and their visits to lessons, leaders will check that staff implement the behaviour policy consistently.
- Leaders will keep a record of any incidents of serious misbehaviour.

Paragraph 10

- The school's anti-bullying policy clearly identifies what bullying is, and the actions that staff should take to resolve any such behaviour.
- Staff will provide support to any pupils who are subjected to bullying. They will also provide support to pupils who are perpetrators of bullying, so that they understand that such behaviour is not acceptable and should not be repeated.

Paragraphs 11, 12, 13

- The school's health and safety, fire safety and first-aid policies provide appropriate guidance. Leaders undertake regular health and safety and fire safety checks. They act swiftly to resolve any concerns that these checks may identify.
- Leaders have procedures in place to record any accidents. They will use this information to identify any trends in relation to pupils' safety and welfare that require a response.

Paragraph 14

- Leaders have ensured that there will be appropriate levels of supervision. This will include one-to-one support for those pupils who require it.

Paragraph 15

- The school's admission register will contain all the necessary information.
- Leaders will closely monitor pupils' attendance. They will swiftly follow up on any absence, including by undertaking home visits when the need arises.
- Leaders will liaise with external agencies if they are concerned about any pupils' absence.

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

- There is a comprehensive risk-assessment policy in place. It provides guidance on how to identify risk and calculate its possible impact on pupils' welfare.
- Leaders will complete a range of risk assessments for each pupil, including around self-harm, sexualised behaviour, physical intervention and the risk of absconding from the school site. Leaders will regularly review these risk assessments. They will do so on each occasion pupils are involved in incidents of concern, or when pupils demonstrate behaviours that indicate a new risk. In reviewing these risk assessments, leaders will identify appropriate actions to reduce risk.
- Leaders will make all staff aware of any changes to pupils' risk assessments so that all staff have up-to-date information to help support pupils and keep them safe.
- There is a comprehensive range of risk assessments that relate to on-site and off-site activities as well as site safety, including managing the risk around the on-site badger sett.
- The school is likely to meet all the 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)

- Leaders check on staff's suitability to work with pupils. They complete all necessary checks before new staff begin to work at the school.
- Leaders record all recruitment checks on the single central record.
- Leaders will complete appropriate checks on any supply staff who work at the school. They will regularly review the suitability of these staff. They will remove any supply staff whose support for pupils in the classroom and pastorally does not meet leaders' high expectations.
- 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), 28(1), 28(1)(b), 28(1)(d)

- There are appropriate toilet and washing facilities for the sole use of pupils.
- There is a shower available for pupils who are aged 11 years or older. Prior to the on-site inspection, leaders had identified that the water in the shower was too hot. They provided evidence to confirm that they are in the process of resolving this concern. The timeframe for resolving this concern is appropriate.

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

- There is an appropriate medical room for the care of sick pupils. This room has a washing facility and is located near a toilet.

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

- Leaders have maintained the premises to a high standard.
- Pupils' access to the school is secure.
- The teaching spaces are well lit and have appropriate acoustics.

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

- Drinking water is available in the school kitchen that pupils use to learn to cook.
- The drinking water is clearly marked as such.

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

- There is an outside area where pupils can socialise and take part in outdoor activities.
- 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)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(2)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e)

- Leaders have ensured that all appropriate information will be made available to parents and prospective parents. Any policies not on the school's website will be available to parents on request.
- 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)

- The complaints policy provides clear guidance as to how parents may make a complaint against the school.
- The policy explains how and when leaders will respond to any complaints, including formal complaints.
- The school is likely to meet all the 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)

- The proprietor has ensured that senior leaders have a comprehensive understanding of all the independent school standards.
- Senior leaders have taken effective action to ensure that the school is likely to meet all the standards, including those related to safeguarding.
- The proprietor will receive regular reports from senior leaders. This will enable the proprietor to assure themselves that the school continues to meet all the standards.

- The school is likely to meet all the standards in this part.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan identifies how leaders will ensure that pupils with SEND can access the school's site, the curriculum, and any information about the school.
- 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	149200
DfE registration number	855/6057
Inspection number	10246153

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 Limited
Chair	Bernadine Gibson
Headteacher	Andrew Cooper (Executive headteacher)
Annual fees (day pupils)	£75,600 to £103,000
Telephone number	07753 584581
Website	www.compass-schools.org/mountfields-house/
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	7 to 17	7 to 17
Number of pupils on the school roll	0	42	36

- The inspector's recommendation for a reduced maximum number of pupils for which the school is registered is based on the size of the classrooms and the corridors, coupled with the additional needs pupils may potentially have. The school's proposed maximum number may prove difficult for leaders and staff to manage, given the nature and range of pupils' additional needs that staff will cater for in the space available.

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	42
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	42
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 42
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 42

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	0	6
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	1

Information about this proposed school

- Located in Loughborough, Compass Community School Mountfields House will provide full-time education for up to 36 pupils with SEND aged seven to 17 years. Pupils will have moderate learning difficulties and/or behavioural, social and emotional difficulties. Pupils may have EHC plans.
- Some pupils who attend the school may be in the care of the local authority.
- The school may make use of alternative provision.

Information about this inspection

- The Department for Education commissioned this inspection to check the provision's suitability to operate as a school.
- This was the school's first pre-registration inspection.
- The inspector met with the executive headteacher, the headteacher and a senior leader who works for the proprietor. The inspector spoke online with the chair of the proprietor body.
- The inspector considered documentation in relation to the curriculum, behaviour and attendance, pupil safety and welfare, recruitment, information about the school, complaints, and leadership and management.
- To check the school's compliance with the standard related to safeguarding, the inspector considered school documents and met with senior leaders, including the senior leader who works for the proprietor. The inspector looked at the school's single central record and discussed the school's recruitment procedures with senior leaders.

Inspection team

Simon Hollingsworth, lead inspector

Her Majesty's Inspector

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