

Compass Community School Hampshire

Kings Lodge, Homestead Road, Medstead, Alton, Hampshire GU34 5NA

Inspection date

6 July 2023

Overall outcome

The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1)–2(2)(b), 2(2)(d)–2(2)(e)(iii), 2(2)(h)–2A(3)

- Leaders have ensured that the curriculum in all subjects is expertly crafted to meet the individual needs of the small number of pupils who are already enrolled at the school. Leaders fully understand the need to adapt and personalise the curriculum for pupils with special educational needs and/or disabilities, including those with social, emotional and mental health needs.
- Most pupils will have an education, health and care plan (EHC plan) for complex social, emotional and mental health needs. A high proportion of pupils may not have attended school for extended periods prior to joining. High-quality pastoral support and specialist behaviour strategies form part of the school ethos and daily routines.
- The school's written curriculum policy includes relevant and detailed information relating to the proposed increase in the school's age range, roll and co-education provision. The proposed curriculum is based on a therapeutic method which is combined with academic learning. This approach, and the plans provided, take account of the likely needs of pupils at the Tull Park campus.
- The academic curriculum is planned to deliver a wide range of learning so that pupils acquire speaking, listening, reading, writing and mathematical skills appropriate for their ages. Subjects include English, mathematics, science, technology, art, music, computing, history, geography, physical education (PE) and religious education. Older pupils will follow programmes of study ranging from functional skills to GCSE qualifications in mathematics, science, English and other subjects where appropriate.
- Leaders intend that reading will be a priority for all pupils. To support this aim, all staff will be trained to teach the school's chosen phonics programme. Resources that match the programme have been purchased. As with current pupils, leaders intend that all primary-age and many secondary-age pupils will read to an adult and listen to stories every day.
- The school's well-established personal, social and health education (PSHE) programme has been extended to provide suitable content for the additional phase, age range

and proposed cohort. It includes a range of topics, such as learning about sexual orientation, gender identity, financial management, independence, healthy relationships and managing complex emotions. Learning about protected characteristics forms an integral part of the PSHE curriculum. Safety themes, including how to use the internet safely, will be taught throughout the curriculum.

- The proprietor body already has a successful and well-established careers programme in place to ensure that current pupils receive impartial careers advice and guidance.
- The school is likely to meet the requirements in this part of the independent school standards (the standards) if the proposed material change is agreed.

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

Paragraph 5(b)(vi)

- The proprietor body and leaders are experienced in working with pupils who have complex social, emotional and mental health needs. They see pupils' cultural and social development as vital in enabling all pupils to thrive in their learning and flourish as citizens in their communities.
- Leaders' plans promote respect for and tolerance of the protected characteristics, as identified in the Equality Act 2010. These detailed plans take into account the different ages, genders and abilities of pupils in the proposed new age range and mixed-sex groups. Plans include a broad range of activities to help prepare pupils for life in modern Britain, for example through trips and visits in the community and beyond.
- The school is likely to meet the requirements in this part of the standards if the proposed material change is agreed.

Part 3. Welfare, health and safety of pupils

Paragraphs 7–7(b), 11–12, 14, 16–16(b), 32(1)(c)

- The safeguarding policy is available on the school's website. The proprietor body has ensured that there is an appropriate number of well-trained staff with responsibility for safeguarding. Leaders intend to use the safeguarding policy, and the existing effective procedures, to keep pupils safe.
- Leaders will continue their routine safeguarding training and updates with all staff. For example, alongside regular formal face-to-face and online training, leaders currently hold daily briefings which include relevant alerts and updates about local risks. These briefings are also used to consider possible safeguarding scenarios and to share any important information about individual pupils. Leaders promote a keen awareness of the need to be alert and to share even the slightest concerns that might help to inform the bigger picture about each pupil.
- Leaders already make effective use of local arrangements with external agencies to support working together to safeguard pupils.
- The curriculum already ensures that pupils learn how to keep themselves safe, including online as well as in the locality.
- Leaders have published a comprehensive health and safety policy to take account of the intended admission of younger and older mixed-sex groups of pupils than the school is currently registered to admit at the Kings Lodge campus. This policy is

detailed and based on relevant requirements and external specialist advice. Appropriate routine checks are planned and will be recorded clearly for both campuses.

- Current staff have received appropriate health and safety training. It is intended that training will form part of the induction process for new staff.
- Leaders have ensured that there is a suitable risk assessment policy in place. There is clear guidance for staff on how to complete risk assessments for a range of activities and adapt these for individual pupils. These documents are appropriately detailed and take full account of any specialist advice and the context of the school. Leaders intend to use the procedures already in place to mitigate risk to staff and pupils on the two campuses.
- Tull Park and Hop Pickers campuses are fitted with an appropriate fire safety system, fire doors and extinguishers throughout. A qualified fire assessor has produced a full assessment of both sites and certified their compliance with the Regulatory Reform (Fire Safety) Order 2005. The proprietor body has made sure that these assessments inform the school's risk assessments and routine checks. Regular fire drills already take place to ensure that everyone knows the evacuation procedures in the event of a fire.
- Leaders have appointed suitably qualified staff and aim to continue this approach. For example, the proprietor body intends to only appoint teachers who hold qualified teacher status. Teachers will be supported by a range of experts, such as behaviour specialists, curriculum advisers and therapists. The proposed supervision for pupils is appropriate at both campuses.
- The school is likely to meet the requirements in this part of the standards if the proposed material change is agreed.

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

Paragraphs 18(2)–18(e), 18(3), 19(2)–19(2)(d)(ii), 19(3), 20(6)–20(6)(c), 21(1)–21(7)(b)

- The single central record meets statutory requirements. Robust procedures ensure that recruitment and suitability checks are completed appropriately. Leaders, governors and the proprietor body have completed relevant training in safer recruitment procedures.
- The proprietor body has appointed a new headteacher, deputy headteacher and senior staff who have relevant experience in teaching and supporting pupils in the proposed extended age and phase range. Records of recruitment processes to date, seen by the inspector, are meticulous. Leaders intend to increase the number of pupils on roll gradually at the Tull Park campus.
- The school is likely to meet the requirements in this part of the standards if the proposed material change is agreed.

Part 5. Premises of and accommodation at schools

Paragraph 23–23(1)(c), 24(1)–24(2), 25–29(1)(b)

- The new premises are situated on two additional campuses. The accommodation at

the Hop Pickers campus is set on one floor, whereas the accommodation at the Tull Park campus is set over three floors. There are several classrooms, suitable office space and additional breakout areas such as the library and technical and therapy rooms for pupils to use on both campuses. There is separate provision of a large common room for older pupils who will attend Tull Park.

- Both Hop Pickers and Tull Park campuses are well maintained, clean and tidy. All communal areas, stairways and corridors are appropriately lit and free from clutter. The number and the size of classrooms at both campuses and technical rooms such as the science laboratory at Tull Park are suitable for the proposed age, mixed range and pupil numbers. The classrooms on both campuses are spacious and well ventilated. Acoustics and lighting are appropriate, and all windows are fitted with safety guards.
- Leaders intend to use local leisure centres to support delivery of the PE curriculum. Leaders are awaiting planning permission to install a multi-use games area at the Tull Park campus where pupils will also receive PE lessons on site.
- There are suitable toilet facilities available on both the Hop Pickers and Tull Park campuses. These are appropriate for the proposed increase in the number of pupils, age range and co-educational purposes. The temperature of the water for handwashing does not pose a scalding risk. Drinking-water is clearly labelled and is available for pupils throughout the day.
- Both campuses have a well-maintained outside area which is suitable for pupils to be able to socialise. Leaders have ensured that appropriate risk assessments are in place when pupils are away from the school site.
- The medical rooms on both campuses are suitably resourced. The toilet facilities on both campuses also have appropriate handwashing, changing and shower facilities.
- The school is likely to meet the requirements in this part of the standards if the proposed material change is agreed.

Part 8. Quality of leadership in and management of schools

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

- The proprietor body and leaders have experience in running independent special schools. Leaders have drawn on this experience to identify effectively what needs to be done and how to ensure that pupils are successful in aspects of school life. They have a strong understanding of the standards.
- The proprietor and senior leaders have extensive knowledge and experience in meeting pupils' academic needs as well as their special educational and behavioural needs. They have drawn on this experience to create plans for the curriculum with a suitable balance of academic, therapeutic and pastoral provision.
- Leaders' ambition to continue to provide an inspiring and engaging special school for pupils with complex social, emotional and mental health needs is readily evident. Work completed to date, including the refurbishment of the Tull Park campus and the development of policies, has all been to exacting standards.
- Leaders place strong emphasis on developing pupils' confidence, self-worth and independence in readiness for the next stage of their education, including college,

apprenticeships or employment. This is reflected in the school's aims and vision, as well as in the curriculum they have planned for the proposed new phase and co-educational setting.

- Leaders understand their responsibility to ensure that all staff work to keep pupils safe.
- The school is likely to meet the requirements in this part of the standards if the proposed material change is agreed.

Schedule 10 of the Equality Act 2010

- Leaders, governors and staff are committed to ensuring compliance with the Equality Act 2010. Equality of access lies at the heart of the school's work. The curriculum promotes tolerance and respect for people from a range of backgrounds, contexts and beliefs, with close attention given to those with protected characteristics.

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 that are relevant to the material change.

School details

Unique reference number	147615
DfE registration number	850/6096
Inspection number	10287497

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent special school
School status	Independent special school
Proprietor	Compass Community Ltd
Chair	Kate East
Headteacher	Stephanie Salter
Annual fees (day pupils)	£71,500
Telephone number	07912 237 716
Website	www.compass-schools.org
Email address	stephanie.salter@compass-schools.org
Date of previous standard inspection	3 to 5 November 2021

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 17	7 to 17	7 to 17
Number of pupils on the school roll	6	36	36

Pupils

	School's current position	School's proposal
Gender of pupils	Boys	Mixed

Number of full-time pupils of compulsory school age	5	Up to 36
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	5	Up to 36
Of which, number of pupils with an education, health and care plan	4	Up to 36
Of which, number of pupils paid for by a local authority with an education, health and care plan	5	Up to 36

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	7
Number of part-time teaching staff	1	0
Number of staff in the welfare provision	2	16

Information about this school

- Compass Community School Hampshire currently caters for up to six pupils age 11 to 17 years. Pupils are referred to the school by their local authority, which funds their place. All pupils have complex social, emotional and mental health needs often linked to adverse childhood experiences and trauma. Most pupils have an EHC plan, and some have a medical diagnosis such as autism or attention deficit hyperactivity disorder.
- In addition to the school's registered address shown at the top of this report, the school currently operates from Hop Pickers campus which is approximately 12 miles away from the Kings Lodge site. Tull Park campus, which is a large site, is located approximately 12 miles from the Hop Pickers site and approximately 34 miles from Kings Lodge. Pupils will be enrolled to attend at one of the campuses and will only travel between sites for special events.
- Hop Pickers campus caters for up to six pupils who require therapeutic, emotional,

and pastoral support. Tull Park campus will be co-educational and cater for up to 30 boys and girls age seven to 17.

- The two deputy headteachers started their roles in April 2023. The newly appointed headteacher will take up their role in September 2023.
- The school does not currently use any alternative providers.
- The school received its first full standard inspection in November 2021.

Information about this inspection

- This inspection was commissioned by the Department for Education because the proprietor had applied to make changes to the school's registration. The proprietor wishes to enrol mixed-gender groups and increase the school's age range and admission numbers. This was the first material change inspection.
- The inspector reviewed a range of documents prior to the inspection, including information provided on the Compass School's Hampshire website.
- The inspector met with the proprietor, the vice-chair of governors, the regional executive headteacher, the assistant regional director and two deputy headteachers. She toured both campuses with school leaders.
- The inspector checked policies, records and documentation relating to the specific standards in scope for this inspection, including the single central record and the safeguarding policy.

Inspection team

Shazia Akram, lead inspector

His Majesty's Inspector

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