

Compass Community School Seacole Park

Samman Road, Beverley, East Yorkshire HU17 0BS

Inspection date

21 June 2023

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

Paragraph 2(1), 2(1)(b)(ii), 2(2)–2(2)(e)(iii), 2(2)(g)–2(2)(i)

- The proprietorial body has prepared a curriculum policy that sets out a broad range of subjects for pupils to study. This policy explains leaders' aims for the curriculum. For example, the policy describes how the curriculum will help pupils to develop their understanding of life as British citizens. This policy also outlines how the curriculum will contribute to pupils' spiritual, moral, social and cultural (SMSC) education.
- Leaders have developed schemes of work for each subject that support the curriculum policy. These schemes of work reflect leaders' ambitious intent for what pupils should learn during their time at the school. Leaders have decided the order in which pupils should learn important knowledge so that pupils build up their learning securely. The curriculum takes account of the specific and individual needs of pupils, including those pupils with special educational needs and/or disabilities.
- Leaders have placed appropriate importance on the teaching of reading, writing, speaking and listening, and mathematics. Pupils will also study a range of other subjects that will provide them with experiences in scientific, technological, human and social, physical and aesthetic, and creative education.
- There is an appropriate scheme of work in place that outlines pupils' personal, social and health education (PSHE). Leaders have focused the PSHE curriculum on preparing pupils for their future lives. Leaders intend to offer pupils impartial careers information, advice and guidance. This will be tailored to the individual needs and interests of pupils.

Paragraph 2A(1), 2A(1)(b), 2A(1)(d)–2A(3)

- The PSHE curriculum will provide pupils with relationships and sex education and health education. Leaders' proposed policy complies with the relevant statutory guidance. Leaders have considered how they will consult with parents and carers about the policy, including the parents of new pupils who are admitted to the proposed school.

Paragraph 3(a)–3(g)

- Leaders intend that staff will receive advice and guidance to help them to deliver the curriculum effectively. For example, there is a rich programme of training to develop staff's subject knowledge in a range of subjects. Subject and therapeutic leads from the Compass Group will support staff through a monthly cycle of professional development opportunities. Leaders have planned a number of quality assurance activities to ensure that this happens in each subject. This will be supported by the group's executive headteachers and regional directors.
- Leaders intend that teachers will carry out a number of assessments to establish pupils' entry points. Leaders intend to carry out well-considered transition to understand pupils and their previous experiences. They will use this information to help pupils to catch up on any knowledge that they may have missed. Teachers will check on pupils' progress and attainment regularly. These checks will inform their teaching.
- Leaders have provided an appropriate quantity and range of resources for pupils, such as stationery, books and online materials. Specialist materials and resources are available to support the teaching of subjects such as music, art, and design technology. These resources are of good quality.

Paragraph 3(h)–3(j)

- There is an appropriate policy in place setting out leaders' expectations for pupils' behaviour. The policy provides information about how leaders and staff will promote pupils' ownership of responsible behaviour in the proposed school.
- Leaders have developed a suitable counter-bullying policy. This policy states that bullying will not be tolerated in the proposed school. Leaders have set out in the policy their intended strategies for preventing and responding swiftly to any bullying.

Paragraph 4

- There is an assessment policy in place. The policy provides information about how leaders and staff will use assessment to understand and address pupils' learning needs.
- Pupils' progress will be shared regularly with parents and carers and with those responsible for governance.
- The independent school standards (the standards) in this part are likely to be met if the proposed school opens.

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

Paragraph 5, 5(a)–5(d)

- Leaders have given due consideration to pupils' SMSC development. Through the curriculum for PSHE, pupils will learn about a range of faiths and cultures. For example, they will have opportunities to visit places of worship, such as synagogues and mosques. The curriculum will provide them with opportunities to learn about fundamental British values, such as democracy and the rule of law.

- Leaders intend that pupils will learn about the characteristics of healthy and unhealthy relationships. Pupils will listen to talks from visiting speakers about the dangers of a range of risks that they may face. Leaders ensure that they are familiar with the likely risks that their pupils might face. Through these experiences, leaders intend that pupils will learn to make responsible choices in their future lives.
- The school's policies and curriculum include positive references to all of the protected characteristics set out in the Equalities Act 2010.
- The standard in this part is likely to be met if the proposed school opens.

Part 3. Welfare, health and safety of pupils

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

- Leaders have put in place all necessary arrangements to safeguard pupils and to promote their welfare at the proposed school. The proprietorial body has followed current statutory guidance in the development of its arrangements to keep pupils safe.
- There is a suitable and up-to-date safeguarding policy. This policy will be published on the school's proposed website if the proposed school opens.
- The proprietorial body has ensured that all staff will receive regular safeguarding training. Those staff new to the school will receive an appropriate safeguarding induction programme. The headteacher of the school will be the designated safeguarding lead.

Paragraph 9, 9(a)–9(c), 10

- The proprietorial body has appropriate behaviour and counter-bullying policies in place. Leaders intend to keep detailed records of any incidents of poor behaviour. These records will assist in forming a full picture of any individual pupil. The behaviour policy includes appropriate and proportionate sanctions. The counter-bullying policy contains details of the actions that leaders will take to address any bullying incidents.

Paragraph 11, 12

- The proprietorial body has a suitable health and safety policy that is bespoke to the dual premises of the proposed school. This complies with relevant laws.
- The proprietorial body has put arrangements in place for the premises to be checked regularly in order to satisfy the requirements and timescales of the policy. For example, the water supply will be tested to ensure that there is no risk of legionella. Staff will receive health and safety training as part of their induction.
- Leaders have ensured that in the building where the proposed school will operate, a range of measures is in place to comply with the Regulatory Reform (Fire Safety) Order 2005. For example, there are fire extinguishers that will be checked regularly. The building has smoke alarms. Leaders have made arrangements for regular fire drills for staff and pupils. There is signage around the building identifying fire doors and muster points to facilitate escape in the event of a fire.

Paragraph 13

- The proprietorial body has drawn up a first-aid policy. This policy sets out how first aid will be administered should it be required by pupils or adults. Leaders have ensured that there is a suitable number of staff qualified to administer first aid.

Paragraph 14

- The proposed number of staff is well considered and is sufficient to ensure that pupils will be supervised effectively throughout the school day. Leaders intend that pupils will be fully supervised, including at breaktimes and when undertaking visits off site, for example to the local public sports centre.

Paragraph 15

- The school has an appropriate admissions policy. Leaders have established systems to ensure that the school's admissions and attendance registers will comply with the Education (Pupil Registration) Regulations 2006.
- Leaders have put appropriate systems in place to register pupils' attendance each day. These systems are intended to allow leaders and staff to monitor any absences effectively. Parents and carers will receive such information about pupils' attendance in their school reports.

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

- Leaders have put an appropriate risk assessment policy in place. Leaders have carried out a comprehensive range of risk assessments showing how they plan to take appropriate actions and thereby minimise risks.
- The standards in this part are likely to be met if the proposed school opens.

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

Paragraph 17, 18(2), 18(2)(a)–18(2)(e), 18(3), 19(2), 19(2)(a)–19(2)(d)(ii), 19(3), 20(6), 20(6)(a)–20(6)(c), 21(1)–21(5)(a)(ii), 21(5)(c), 21(6)

- Leaders understand the checks that need to take place prior to staff working in the school. These include enhanced Disclosure and Barring Service checks, as well as checks on staff's identification and their right to work in the United Kingdom.
- Leaders understand the checks that they need to carry out in order to ensure that any agency staff that they employ are suitable to work with pupils.
- All the required checks for the proprietorial body and leaders for the proposed school have been completed.
- Leaders have established a single central record. This record meets the requirements for the information that it must contain, including that which relates to the leadership and management of the school.
- Leaders have completed safer recruitment training.
- The standards in this part are likely to be met if the proposed school opens.

Part 5. Premises of and accommodation at schools

Paragraph 25

- The proposed school is located on the outskirts of Beverley in a residential setting. The Beverley site is housed in a recently refurbished, single-storey, spacious, former community building. There are several classrooms, including those that will be used for subject-specific teaching, such as art and music. There is a most pleasant dining area and social space and well-maintained, accessible gardens surrounding the school. Office and staff accommodation and storage areas are well placed throughout the school building. The proprietorial body has ensured that this accommodation is of an extremely high standard and is well maintained.
- The proprietorial body has very recently acquired premises in the village of Wawne, some nine miles from the Beverley site. The primary use of this building will be as a residential setting. In addition, the proprietorial body intends to build a lodge in the grounds of this site. This will accommodate two small classrooms, a therapy space and washroom facilities. The proprietor intends that this will be an annexe of Compass Community School Seacole Park. The site will accommodate up to six full-time pupils. At the time of the inspection, this part of the building was undergoing development and was unavailable for inspection. Therefore, the information about the standards in this part relate to those identified from a short visit to the site and the plans supplied by the architect.

Paragraph 23, 24, 28

- Both sites have separate toilet facilities for pupils. These toilet cubicles can be locked from the inside to provide privacy. At the Beverley site, there is hot and cold running water. The hot water does not pose a scalding risk. There are shower facilities on the premises. In addition, pupils are able to use facilities at a local sports centre when visiting for weekly recreation and physical activity.
- The Beverley site has facilities for the short-term care of sick and injured pupils. This includes washing facilities and a bed. A toilet for use by any pupils using these facilities is within a reasonable distance. Leaders have identified a suitable space at the Wawne site.
- Pupils attending the proposed school site will have access to drinking water throughout the day. Sources of drinking water are in a separate area from the toilet facilities.

Paragraph 26, 27–27(b), 29(1)–29(1)(b)

- The proposed school site in Beverley has an attractive space for pupils to play in and socialise outside when not in lessons. Plans for the school's site in Wawne suggest similarly attractive spaces. Formal physical education sessions will be regularly timetabled in accordance with the school's curriculum. These will take place at a local sports centre.
- Classrooms on the Beverley site are bright and spacious and include computer facilities to support pupils' learning. Acoustic and lighting conditions are suitable for the nature of the activities that will take place. Plans for the Wawne site suggest that this will be the case, although at the time of the inspection, the lodge was not constructed and was therefore unavailable for inspection.

- Leaders have ensured that there is suitable external lighting. This is so that pupils, staff and visitors can enter and exit the building safely in the dark.
- It is likely that all of the standards in this part will be met if the proposed school in Beverley opens. It is likely that all of the standards in this part will be met at the Wawne site, although this is based on the inspection of an incomplete site.

Part 6. Provision of information

Paragraph 32(1)–32(1)(c), 32(1)(f)–32(1)(i), 32(1)(k), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3)–32(3)(g)

- The proprietorial body has set up a school website in readiness for when the proposed school opens. The proprietorial body is aware of the information that it must publish on its website.
- There is an appropriate range of information available for parents and pupils when they join the school. All of the required policies are in place, such as those relating to admissions, curriculum, behaviour, counter-bullying and safeguarding. All documents will be made available for parents on request from the school, as well as being available on the school's website.
- Leaders intend to provide the necessary information to the responsible local authority for pupils with an education, health and care (EHC) plan to enable the review of the plan. This is in line with the standard forms used in other Compass Group schools.
- The proprietorial body has considered the information that parents will receive as part of reports on pupils' progress and attainment. Parents will also receive information on pupils' attendance and behaviour.
- Leaders are aware that following any inspection, copies of the report must be provided to parents of all registered pupils and be published on the school's website.
- The standard in this part is likely to be met if the proposed school opens.

Part 7. Manner in which complaints are handled

Paragraph 33–33(k)

- The proprietorial body has an appropriate complaints policy. This policy sets out the timescales for responding to complaints. The policy ensures that the procedure for making a complaint is transparent and includes details of the retention of relevant information.
- This policy and procedure are published on the school's website. They are made available for the parents of prospective pupils.
- The standard in this part is likely to be met if the proposed school opens.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- The members of the proprietorial body have experience in setting up and running an alternative education provision. The proprietorial body has ensured that those with responsibilities for leadership and management have the appropriate knowledge and skills to carry out their roles.
- The standard in this part is likely to be met if the proposed school opens.

Schedule 10 of the Equality Act 2010

- The proprietor has ensured that there is a suitable accessibility plan that meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

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	149870
DfE registration number	811/6027
Inspection number	10292004

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	Sarah Kerwin
Annual fees (day pupils)	£71,500
Telephone number	01482 736210
Website	www.compass-schools.org/seacole-park
Email address	seacole.park@compasscommunity.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	30
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	30
Total hours operating as a school per week	45 hours
Total hours of teaching provided per week	31.25 hours

Pupils

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

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	30	30
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	30	30
Of which, number of pupils with an education, health and care plan	30	30
Of which, number of pupils paid for by a local authority with an education, health and care plan	30	30

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	11
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	1

Information about this proposed school

- The school is situated in the county town of Beverley in the East Riding of Yorkshire. Leaders intend to operate an annexe to their school. This will be located in a village nine miles away from the main Beverley campus.
- The school has been set up to meet the needs of pupils with social, emotional and mental health needs and other associated special educational needs and/or disabilities.
- The admission route for a place at the school will be via a referral from a local authority. Leaders propose to work closely with the East Riding of Yorkshire local authority in the first instance.

Information about this inspection

- The inspection was commissioned by the Department for Education to determine whether the school is likely to meet the independent school standards prior to opening as a registered school.
- This is the first pre-registration inspection of the school.
- Leaders were given four days' notice of the inspection. The inspection lasted one day and was conducted by one inspector.
- The inspector met with the headteacher/designated safeguarding lead, the executive headteacher and an assistant director who acted as the representative of the proprietor.
- The inspector undertook a tour of the school and visited the classrooms, social areas and other facilities at the proprietor's Beverley site. The inspector visited the school's proposed annexe in Wawne. He also looked at architect's plans for this site with leaders.
- The inspector scrutinised school documents and the arrangements to safeguard future pupils. This included checking the school's safeguarding systems and the single central record. The inspector met with the school's designated safeguarding lead and deputy designated safeguarding lead.

Inspection team

Marcus Newby, lead inspector

His Majesty's Inspector

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