

Compass Community Cledford Park

Cledford House, Cledford Lane, Middlewich, Cheshire CW10 0JN

Inspection date

29 November 2023

Overall outcome

The school meets the independent school standards relevant to the material change
The material change has already been implemented

Main inspection findings

Part 1. Quality of education provided

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

- The proprietor body has prepared an appropriate curriculum policy. This outlines a sufficiently broad range of subjects for key stage 2 pupils to study. The details in the policy emphasise the contribution that each subject will make to pupils' spiritual, moral, social and cultural (SMSC) education. This approach demonstrates leaders' intention to provide a flexible and personalised education for each pupil. The details in the policy also show that the active promotion of fundamental British values will be at the core of leaders' work. This includes values such as tolerance and respect, together with the development of pupils' knowledge and understanding of being British citizens.
- The curriculum policy is supported by schemes of work for each subject. The schemes of work and examples of curriculum design are appropriate for key stage 2 pupils. Leaders have thought carefully about what they want pupils to learn during their time at the school. Leaders' curriculum design considers the specific and individual needs of pupils, all of whom will be pupils with special educational needs and/or disabilities (SEND).
- There is suitable importance placed on speaking and listening, and reading, writing and mathematics in the curriculum. Additionally, there will be an appropriate emphasis on pupils studying subjects such as science, information and communication technology, religious education, history and geography. Subjects will also include art and design and physical education (PE).
- Pupils' personal, social, health and economic (PSHE) education will be taught through timetabled lessons. Aspects of PSHE education will also be woven through the whole curriculum. The development of pupils' emotional and well-being skills is considered an essential part of the curriculum by leaders. The topics to be covered are suitably wide ranging. Leaders have ensured that these pay particular regard to the protected characteristics, as set out in the Equality Act 2010.

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

- The PSHE education curriculum will include the development of pupils' understanding of relationships and health education (RHE). Leaders have taken into consideration the relevant statutory guidance. They have a policy statement, and they have considered how they will consult with parents and carers about the content of the RHE curriculum. Leaders are ready to place this statement on the school's website, should this material change be approved.

Paragraph 3, 3(a)–3(j)

- The regional executive headteacher, the headteacher and senior leaders are experienced education practitioners. The headteacher is in the process of recruiting key stage 2 staff to work at the school. Leaders have a clear idea of the calibre and expertise that they are looking for in their new teachers and in other staff.
- Templates have been created for short-term curriculum design. Leaders will ask teachers to include the content of lessons in these templates, should this material change be approved. Teachers will be expected to consider the needs of the pupils when designing lesson activities. The school is suitably resourced with a range of appropriate educational books and equipment that are relevant to the key stage 2 age range of pupils subject to this material change request.
- The proprietor body is committed to providing a good-quality education for key stage 2 pupils. The headteacher has substantial knowledge, skills and experience to guide and support teachers, as do her leadership team. This will ensure that teachers are likely to provide a suitable quality of education, should this material change be approved.

Paragraph 4

- Leaders have a suitable assessment policy in place.
- Leaders will assess key stage 2 pupils' attainment and personal needs when they start at the school. Pupils' progress and attainment will be assessed regularly. Leaders understand the expected progression that pupils will make across each curriculum subject. They are mindful of the likely wide range of pupils' abilities and needs. Pupils' progress will be communicated regularly with parents and carers, and those responsible for governance. Teachers will use these assessments to inform their teaching.
- All the independent school standards ('the standards') in this part are likely to be met if the request for the material change is approved.

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

Paragraph 5, 5(a), 5(b)–5(b)(vii), 5(c), 5(d)–5(d)(iii)

- Leaders' documentary evidence indicates that pupils' SMSC development will be a thread that runs throughout the curriculum for key stage 2 pupils. Pupils' SMSC development is central to the school's aims, policies and plans for enrichment activities.
- Aspects of SMSC development are threaded through schemes of work, showing that pupils will learn about democracy and different faiths. Enrichment activities will be offered to all key stage 2 pupils to ensure that they experience a diverse range of

social and cultural activities and traditions. For example, plans are in place to help pupils to be involved in charity work and local community events.

- Leaders' schemes of work cover the development of pupils' wider knowledge and skills. Leaders will provide opportunities for pupils to discuss important local and national events. Leaders' schemes of work show how staff will offer pupils experiences that will give them a balance of opposing views. Pupils will be encouraged to put into practice the values that are fundamental to living in modern Britain.
- The school's policies include appropriate and detailed references to all the protected characteristics as set out in legislation.
- The standard in this part is likely to be met if the request for this material change is approved.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1), 32(1)(c)

- The proprietor body has paid attention to the most current statutory guidance for safeguarding pupils. A suitable and up-to-date safeguarding policy is in place. The policy is available on the school's website and has been made available to parents, on request, from the school office. Leaders have established all the necessary arrangements to keep pupils safe and to promote their welfare at the school.
- There are two designated safeguarding leaders within the school. All staff receive appropriate induction, safeguarding training and regular updates on areas such as radicalisation, extremism, sexual exploitation and e-safety.

Paragraphs 11, 12, 16, 16(a), 16(b)

- The proprietor body has a written health and safety policy which is tailored to the premises of the school. It complies with all relevant laws. Leaders carry out regular fire safety checks on the premises and the findings are suitably logged. The proprietor body ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- A written risk-assessment policy is in place. Leaders carry out appropriate risk assessments on the school buildings, including the classrooms, and risk assessments for activities such as weekly swimming at the local baths. Completed risk assessments show that leaders take appropriate actions to minimise any risks to pupils. These risk assessments are likely to continue to be appropriate should the material change be approved.

Paragraph 14

- Pupils are appropriately supervised. This includes at breaktimes, and when pupils are arriving at school and when they are leaving the school's premises. Appropriate plans are in place to supervise the increase in pupil numbers, should the material change be approved.
- All the standards in this part are likely to be met if the request for the material change is approved.

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)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i)-19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b)-19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a)-20(6)(a)(ii), 20(6)(b), 20(6)(b)(i)-20(6)(b)(iii), 20(6)(c), 21(1)-21(3), 21(3)(a), 21(3)(a)(i)-21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7)-21(7)(b)

- The single central record (SCR) is in place and it contains all the required information. Leaders understand the need to complete all the required checks on the suitability of staff before they take up appointment.
- Records relating to the proprietor body are included on the school's SCR. All the suitability checks, including those relating to the leadership and management of the school, have also been carried out.
- The proprietor body has completed appropriate safer recruitment training to support the appointment of suitable staff to work in a school. Induction documentation for new staff makes it clear that they undergo a full suite of safeguarding, and related training, on appointment.
- Leaders do not employ agency staff or engage volunteers. However, they are clear about their responsibility for checking the suitability of agency staff or volunteers, should they decide to employ them to work with pupils in the future.
- All the standards in this part are likely to be met if the request for the material change is approved.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 28(1)-28(1)(d), 28(2)-28(2)(b)

- The school has moved into new premises. This is to support their material change request to increase numbers on roll from 12 to 24 pupils. The school is now housed in a large Victorian house that stands in its own grounds. This new school building has been substantially renovated to a high standard. The school comprises a number of classrooms and breakout rooms. There are kitchen facilities, a dining room and offices.
- There are appropriate toilet facilities for the sole use of pupils. There are separate toilet cubicles that can be secured from the inside. There is hot and cold water. The hot water is at an appropriate temperature. There are signs indicating that the water in the toilets is not suitable for drinking. However, pupils do have access to drinking water throughout the day.
- There are separate changing and shower facilities at the main site for older pupils. These are clean and furnished to a suitable standard.

Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)

- A medical room has been made available. There is a suitable washing facility within the room. There is easy access to a toilet. A collapsible bed, blanket, pillow and first-aid kit was in the medical room at the time of the inspection.

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

- The accommodation is of an appropriate standard. It meets all requirements for ensuring the health, safety and the welfare of pupils. This includes appropriate acoustics and lighting for the purpose of the different rooms. The teaching rooms have a suitable source of natural light. There is exterior lighting installed so that pupils, staff and visitors can arrive and leave the site safely.

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

- Pupils have access to safe outdoor areas to play in when not in lessons. The outdoor space is suitable for PE lessons as part of the school's curriculum.
- All the standards in this part are likely to be met if the request for the material change is approved.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)-34(1)(c)

- The proprietor body has an excellent understanding of the standards and has plans in place to monitor compliance regularly and comprehensively.
- Leaders demonstrate the knowledge required to run this independent school successfully and to accommodate the material change request. They have experience of, and a commitment to, providing an effective quality of education for pupils. They fulfil their responsibility to promote the well-being of pupils.
- All the standards in this part are likely to be met if the request for the material change is approved.

Schedule 10 of the Equality Act 2010

- The accessibility plan fully reflects the school's statutory responsibilities.

Compliance with regulatory requirements

The school meets 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	148047
DfE registration number	895/6019
Inspection number	10307721

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 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 school
Proprietor	Compass Community Ltd
Chair	Bernadine Gibson
Headteacher	Emma Colley
Annual fees (day pupils)	£71,500
Telephone number	01606 841 646
Website	www.compass-schools.org
Email address	emma.colley@compass-schools.org
Dates of previous standard inspection	26 to 28 April 2023

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	14	24	24

Pupils

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

Number of full-time pupils of compulsory school age	14	24
Number of pupils with special educational needs and/or disabilities	14	24
Of which, number of pupils with an education, health and care plan	14	Not known
Of which, number of pupils paid for by a local authority with an education, health and care plan	3	Not known

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	5	7
Number of part-time teaching staff	None	None
Number of staff in the welfare provision	7	11

Information about this school

- The school's previous standard inspection was on 26 to 28 April 2023.
- The school is located at Cledford House, Cledford Lane, Middlewich, Cheshire CW10 0JN.
- Since the previous standard inspection, the school has moved into a new school building. This move has been to specifically accommodate the proprietor body's request for a material change approval to increase pupil numbers on roll from 12 pupils to 24.
- The school caters for pupils with SEND, particularly social, emotional and mental health needs. Pupils usually join the school with significant gaps in their learning. Many pupils have suffered traumatic experiences and have had multiple previous school moves.
- Almost all pupils have an education, health and care plan.
- At the time of this material change inspection, the school was operating beyond its registration agreement with the Department for Education (DfE). The school currently

provides secondary education for 14 pupils aged between 11 and 17 years. The school's current registration with the DfE is for a maximum of 12 pupils.

- On the 'Get information about schools' website, it is recorded that the number of pupils currently on roll is two. The headteacher confirmed that this was a school administrative error and she will correct the information recorded.
- Leaders do not use alternative provision.

Information about this inspection

- The proprietor body has applied for a material change to increase the pupil capacity from 12 to 24. The proprietor body also wishes to extend the age range of the school's pupils from 11 to 17 years to seven to 17 years.
- The DfE requested that Ofsted conducted a material change inspection to report against paragraphs 7, 11, 12, 14 and 16 of part 3 of the independent school standards. The DfE also requested a report against parts 1, 2, 4, 5 and 8 of the independent school standards. The inspector also checked the school's accessibility plan and that the safeguarding policy is made available to parents on request.
- This is the first material change inspection since the school's last standard inspection in April 2023.
- The inspector checked those aspects of safeguarding that directly linked to the material change application.
- The inspector met with the headteacher, who is also the designated safeguarding leader. She met with other school leaders and staff.
- The inspector also met with the regional executive headteacher and spoke on the telephone to the representative of the proprietor body.
- The inspector made a tour of the school to check the suitability of the premises against the relevant standards.
- The inspector also looked at a range of documents and policies relevant to the material change request. These included curriculum, health and safety, fire-safety and risk-assessment documentation. The inspector also checked documents relating to safeguarding.

Inspection team

Sue Eastwood, lead inspector

His Majesty's Inspector

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