

Inspection of Compass Community School Seacole Park

Samman Road, Beverley, East Yorkshire HU17 0BS

Inspection dates: 12 to 14 November 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Good**

Does the school meet the independent
school standards? **Yes**

What is it like to attend this school?

Pupils are happy at this school. It is a place where pupils feel they belong. There is a tangible respect between pupils and staff. Pupils genuinely enjoy the company of the adults who work here. As a result, relationships are warm, nurturing and built on trust.

The school caters for the individual needs of pupils very well. Staff identify the needs of pupils with special educational needs and/or disabilities. Pupils engage in activities that are matched to their needs. Typically, pupils achieve well.

The school addresses the social, emotional and mental health needs of pupils carefully. Staff help pupils to settle and feel safe at Seacole Park. The school has clear routines and expectations for pupil behaviour. Pupils take responsibility for regulating their behaviour in line with the school's expectations. This supportive culture has a highly positive impact in helping pupils to manage their behaviour.

There is an extensive personal development offer for pupils. The school personalises this to support pupils to be successful in life. Pupils recognise that having a secure emotional foundation enables them to learn more effectively.

Pupils access high-quality spiritual, moral, social and cultural development through '50 things to do at Seacole Park' activities. These ensure that pupils have meaningful experiences to become thoughtful citizens. For example, pupils plan a charity event or recycle in the community.

What does the school do well and what does it need to do better?

The school is ambitious for its pupils. The school maps the knowledge and skills across each year group, linking them closely to the national curriculum objectives. Subject knowledge is stronger in some subjects than in others. Where this is strong, staff use questioning well and nimbly adapt activities that enable pupils to succeed independently. However, where subject knowledge is weaker, this is less effective.

Pupils join the school at different points through the year. They are quickly helped to settle. Pupils are at the heart of all the decisions the school make. The school does initial checks on what pupils know when they arrive at the school. This includes a comprehensive social, emotional and well-being check. This helps the school to identify early any additional support that pupils may need. The school offers pupils carefully considered therapies that help to meet their needs.

Pupils at the early stages of reading receive phonics teaching. The school carefully considers the best way to deliver this. For example, for some pupils phonics teaching happens at different times across the day and week. This maximises the times when the pupil is most receptive to learning. As a result, pupils gain the knowledge to become fluent readers. There is a range of reading material on offer across the

school. Every classroom and corridor space has an attractive and inviting reading corner where pupils enjoy reading books and magazines.

Adults help pupils to modify their behaviour in a calm and sensitive way without disrupting the learning of others. Pupils value the use of the school's therapy room to support them when they need particular help with their behaviour.

The school has had demonstrable impact on pupils' attendance. Previously, most pupils had low attendance. This has improved considerably for pupils. Some pupil's attendance has increased from 50% to 96%. Pupils enjoy coming to school. One pupil said, reflecting the views of many, 'the school is good at incorporating all our needs, like a big family'.

The school provides pupils with an exceptional set of experiences to develop their talents and interests. For example, some pupils go horse riding or ice skating while others have singing lessons. Pupils make frequent use of these. These activities build confidence, independence and resilience.

Opportunities for pupils to develop their ideal career pathway are rich. Pupils practise interacting with employers and how to dress appropriately for work. Some pupils have personalised 'independence' sessions to keep them safe. This includes road safety lessons.

The school engages pupils in lots of debating activities. Every week, pupils take part in a debate during registration time. Pupils enjoy reflecting on these and are keen to share their views. Pupils are respectful about the opinions of others.

The proprietorial body and governance have a strong oversight of the school's strengths and areas for improvement. It secures this through the organisation's quality assurance processes. Leaders and the proprietor body demonstrate good skills and knowledge to ensure that the independent school standards are met consistently. The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- On occasions, the school has not ensured that in some subjects staff have the necessary subject knowledge to teach some subjects as well as others. On occasions, this means that staff do not modify teaching activities well enough when pupils find tasks difficult. The school should work to further strengthen subject knowledge so that teaching can be better adapted to enable pupils to learn well across all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	149870
DfE registration number	811/6027
Local authority	East Riding of Yorkshire
Inspection number	10342202
Type of school	Other Independent Special School
School category	Independent school
Age range of pupils	7 to 17
Gender of pupils	Mixed
Number of pupils on the school roll	14
Number of part-time pupils	0
Proprietor	Compass Community Ltd
Chair	Kate East
Headteacher	Sarah Kerwin
Annual fees (day pupils)	£71,707
Telephone number	0148 2736 210
Website	www.compass-schools.org/seacole-park
Email address	seacole.park@compass-schools.org

Information about this school

- This is the first standard inspection of this school. It was registered by the DfE on 9 October 2023.
- Compass Community School Seacole Park is a special school for pupils with social emotional and mental health needs (SEMH).
- The school is registered to admit 30 pupils.
- The school is part of Compass Community Ltd. The organisation has 21 schools.
- The headteacher took up post in April 2023 prior to the school opening in September 2023.
- The school does not use any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other leaders from the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and design and personal, social and health education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors completed a premises check at Seacole Park and the proposed new premises.
- Inspectors observed pupils' behaviour in lessons and during lunch time.

- Alongside the standard inspection, inspectors evaluated the school's capacity to increase the number on roll from 30 to 36. Inspectors also evaluated the appropriateness of a second premises.
- The views of staff, pupils, parents and carers were considered from meeting with them and from the responses to Ofsted's online questionnaires.

The school's proposed change to the maximum number of pupils and its premises

The school has applied to the Department for Education (DfE) to make a 'material change' to its registration. At the DfE's request, we checked whether the school is likely to meet the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

- The outcome of this part of the inspection is: **the school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented.**
- The proprietary body applied to the DfE for the material change to consider a change to the maximum number on roll from 30 to 36 pupils. They also requested adding an additional site.
- The proprietary body and school leaders have a clear rationale for making the material change.
- The school's premises are spacious. The school has considered how best to utilise the new premises to support pupils with complex needs. The premises can accommodate six additional pupils with ease.
- The school completes the relevant health and safety checks to ensure the safety of pupils. Risk assessments are in place to ensure that pupils and staff are safe.
- The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school. It engages with support services to offer appropriate therapies.
- The school continues to keep the single central register up to date to record the checks that are made on staff before their appointment. All staff receive annual safeguarding training.

Inspection team

Alison Stephenson, lead inspector

His Majesty's Inspector

Christine Durand

Ofsted Inspector

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