

Inspection of Compass Primary Academy

Windmill Avenue, Kettering, Northamptonshire NN15 7EA

Inspection dates: 25 and 26 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Requires Improvement

What is it like to attend this school?

Pupils are happy at this inclusive school. As one pupil explained, 'We include everyone.' New joiners quickly settle into this caring school. Pupils respect the helpful staff, who frequently go above and beyond to help them. Most parents appreciate that their children are happy and safe at school.

Leaders plan inspiring experiences. Pupils benefit from visits to interesting places, which helps them to learn more. They value the opportunities to develop their talents in sport and music. They appreciate the world around them. Pupils in key stage 2 relish different responsibilities, such as being young interpreters for peers.

Pupils behave well. They want to do their best. If they find this difficult, they receive extra help. Pupils are proud to receive praise for being resilient and responsible. They say that bullying is rare. Adults help them to resolve any 'falling out' fairly.

Leaders and staff want to give every pupil 'tickets for life' through the best education they can. They are determined that every pupil becomes a reader. Pupils learn complex vocabulary to explain their understanding. They practise their arithmetic so they can solve problems accurately in mathematics. Pupils learn from their mistakes. Staff help pupils to learn interesting facts and remember more over time in many subjects.

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

Leaders have worked closely across Brooke Weston Trust to establish an ambitious curriculum that starts in the early years and builds logically to ambitious end points. Well-considered training and a coaching approach are equipping staff to lead subjects well.

The COVID-19 pandemic has continued to have a severe impact on the pupils in this school. Leaders have accurately identified what they need to do to address gaps in pupils' knowledge and refine the English and mathematics curriculums. Subject leaders are supporting colleagues with increased rigour. Pupils are now improving their fluency and confidence and achieving better. The impact is not yet consistently seen in published outcomes at key stages 1 and 2. Nevertheless, pupils are now progressing well through the curriculum. Pupils know more, remember more and can do more across all subjects over time. Leaders and staff are determined for pupils to be as well prepared as possible for their next stage of education.

Leaders have ensured that the Nursery and Reception classes provide an exceptional start for children. Staff carefully choose what important knowledge children need now, and for Year 1 and beyond. Staff design tasks that intrigue and engage children. Children are engrossed in practising, exploring and extending what they know. Children quickly learn to collaborate and be independent. Skilful adults know when to step back, step in, or 'think it out loud'. Every moment is a learning

moment. Rhymes, songs and stories are woven through everything. Staff deliberately build children's confidence to communicate effectively. Adults provide precise support to overcome barriers and close gaps children may have, including children with special educational needs and/or disabilities (SEND). Relationships throughout the early years provision are strong. Children achieve their best.

Leaders are ambitious for every pupil across the school. They have ensured that they accurately identify the needs of pupils with SEND. Careful support helps pupils to improve their self-regulation and be ready to learn alongside their peers. However, pupils are not always well supported to achieve the curriculum aims. As a result, some pupils with SEND do not make as much academic progress as they could.

Leaders set high expectations. Adults work as a team to provide a calm and purposeful environment. Pupils' learning is rarely disrupted. Leaders prioritise pupils' mental health and physical well-being. Pupils learn about different beliefs and family structures. Leaders have ensured that pupils understand the concept of right and wrong. Pupils have an age-appropriate understanding of relationships. They are well prepared for life in modern Britain.

Staff say that leaders treat them fairly and with respect. All staff appreciate the range of training provided by Brooke Weston Trust. They value working with colleagues from other schools and the opportunities to take on new roles and responsibilities. Staff say they feel valued as part of a strong and inclusive team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make safeguarding the highest priority. Recruitment and induction processes are thorough. Staff are well trained. They know to share any concern because it could be important.

Leaders know pupils and families well. They quickly provide early help. Leaders work effectively with other agencies. When necessary, leaders are tenacious in securing appropriate support.

Pupils feel safe. They identify trusted adults who will listen and help with any worries. Pupils learn how to keep themselves safe in different situations, including when online. They know to report anything that makes them feel uncomfortable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some of the actions leaders are now taking to improve pupils' achievements are recent. These actions are not yet consistently realised in published outcomes for pupils at key stage 1 and key stage 2. Leaders must build on the improved

granularity and rigour of their monitoring and evaluation. They should continue to improve the implementation of the curriculum so that pupils in key stages 1 and 2 achieve as highly as they can.

- Some pupils with SEND, and some pupils who are not achieving age-related expectations, do not consistently receive the precise adaptations and support they need to quickly close gaps in their learning. This is particularly the case in key stage 2. This does not help pupils to make as much progress as they could. Leaders should ensure that pupils who need additional help receive precise support to enable them to optimise their academic achievement.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143025
Local authority	North Northamptonshire
Inspection number	10268158
Type of school	Primary
School category	Academy special sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	434
Appropriate authority	Board of trustees
Chair of trust	Richard Morrison
Principal	Jo Fallowell
Website	www.compassprimary.org
Date of previous inspection	11 and 12 June 2019, under section 5 of the Education Act 2005

Information about this school

- Compass Primary Academy is part of the Brooke Weston Trust.
- The school runs before- and after-school clubs.
- The school uses one registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 held meetings with the principal, the vice principal, and two assistant vice principals, including the special educational needs coordinator and leader of the early years foundation stage. Inspectors also met with the designated safeguarding leader and curriculum leaders.

- Inspectors carried out deep dives in reading, mathematics, science, geography and design and technology. To do this, they met with curriculum leaders, visited lessons, looked at samples of pupils' work, listened to pupils read and met with teachers and pupils.
- The lead inspector met with the chair of trustees, two other trustees and the chair of the local governing body.
- The lead inspector met with the primary executive principal, school improvement partner and head of safeguarding from Brooke Weston Trust.
- The inspector met with groups of pupils. Pupils' behaviour was considered at various times of the day, including in lessons, around the school and at playtime and lunchtime.
- The single central record was scrutinised as part of the inspection of safeguarding. The inspectors met with safeguarding leaders, spoke with a range of staff and pupils, and considered safeguarding records and attendance and behaviour logs.
- The inspectors took account of the responses to Ofsted's online questionnaire for parents, Parent View, and the responses to Ofsted's pupil survey and staff survey. Inspectors spoke informally to parents at the beginning of the school day.

Inspection team

Mandy Wilding, lead inspector	Ofsted Inspector
Elizabeth Mace	Ofsted Inspector
Paul Lowther	Ofsted Inspector

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