

School inspection report

21 to 23 November 2023

OneSchool Global UK Lancaster Campus

Melling Road

Hornby

Lancaster

LA2 8LH

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The school's Christian ethos pervades all areas of school life. This supports the school in fulfilling its ambitious aims as pupils grow into responsible young people who demonstrate high levels of discipline in their learning. The proprietor, governors and leaders use self-evaluation effectively to undertake strategic development and internal planning. They maintain a suitable school improvement plan.
2. Leaders and managers provide pupils with an appropriate curriculum, modified to cater for pupils' individual needs. This, along with effective teaching and learning methods, ensures that pupils embrace school life enjoy learning and are happy in school. Pupils of all abilities make good progress in relation to their starting points. Supported by committed staff who know pupils well, pupils develop and grow into confident, independent learners.
3. Governors maintain oversight of the work of the leadership team. However, the distinction between the role of leaders and the role of governors is not always clear. Governors' oversight does not always ensure that leaders carry out their roles effectively. Not all policies are implemented effectively. Leaders and managers, including governors, do not ensure the efficient and consistent implementation of the risk assessment policy and do not always take appropriate action to mitigate risks that are identified. Storage of flammable substances is not always appropriate and not all areas of the school have appropriate fire signage.
4. Leaders and managers ensure that most pupils experience high-quality teaching and learning. However, the quality of teaching is variable and, in some lessons, pupils are not always engaged sufficiently to make consistently good progress.
5. Leaders ensure that pupils show high levels of respect for other people. Pupils show an awareness that it is unlawful to discriminate against different groups of people, for instance in relation to their race, religion or sex. However, some pupils' understanding of the differences between people, including those related to sexual orientation and gender, is not as strong as it could be.
6. Leaders and managers ensure that safeguarding practice is robust. Pupils are well-supported by staff and are confident to speak with a responsible adult should they have a worry or concern. Designated safeguarding leaders are appropriately trained and work with external agencies in accordance with statutory guidance.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance, are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met consistently.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Areas for action

- The proprietor must ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the Standards are met consistently, and that they actively promote the wellbeing of the pupils.

Leaders must ensure that:

- the school complies with the regulatory reform (Fire Safety) Order 2005. They must ensure that flammable materials are stored appropriately and that there is suitable fire signage in the school
- they take appropriate actions to mitigate risks that are identified.

Recommended next steps

Leaders should:

- ensure that teaching is consistently effective across the school
- strengthen pupils' understanding of the protected characteristics, including those related to sexual orientation and gender
- clarify the distinction between the role of leaders and the role of governors.

Section 1: Leadership and management, and governance

7. The school leadership team, including regional and district senior leaders, is successful in ensuring that the school's provision matches its aims. Leaders at all levels use comprehensive self-evaluation to ensure that they have a clear vision for the school's future development. Clearly defined roles and responsibilities at all levels of leadership enable leaders to work together systematically to ensure that the school values are prioritised. Consequently, leaders create a caring and compassionate environment in which pupils flourish and become disciplined and successful learners.
8. Leaders understand their duties under the Equality Act. Teaching does not discriminate against pupils and reasonable adjustments are made for pupils who have special educational needs and/or disabilities (SEND) including those with educational, health and care plans. A suitable accessibility plan is in place and reviewed routinely.
9. The school's links with external agencies are effective and leaders work closely with the local safeguarding children partnership. Consequently, safeguarding practice is effective and pupils feel safe in school.
10. Leaders and managers are easily accessible to parents and deal with parental concerns effectively. Leaders ensure that complaints are responded to and recorded appropriately, in line with the published complaints procedure. Information is provided to parents and external agencies as required. Regular pupil progress reports sent to parents are comprehensive and informative.
11. The proprietor monitors school standards through a combination of communication with regional and district leaders and a series of governance committees that oversee various aspects of the school. Governors require leaders to report regularly regarding their areas of responsibility and challenge leaders appropriately in most cases. However, governors' oversight of some areas is not always effective.
12. Governors do not ensure that leaders and managers have the appropriate skills and knowledge to fulfil their responsibilities effectively in all areas and actively promote the wellbeing of the pupils. Leaders do not ensure that Standards are met consistently with respect to fire safety and the identification and management of risk of harm. An appropriate risk assessment policy is in place, but leaders do not always implement this policy effectively. Risk assessments for some classrooms and general workspaces are not kept up to date and are often too generic to be effective. Other risk assessments, such as those for educational visits and the use of transport, are appropriate.
13. Leaders and governors are not always aware of the unintended consequences of their actions. When working to support leaders in some areas of school life, the boundaries between the role of leaders and managers and the role that governors play in providing appropriate oversight and challenge are sometimes unclear.

The extent to which the school meets Standards relating to leadership and management, and governance

14. Standards are not met consistently with respect to fire safety and risk assessment.
15. As a result, Standards relating to governance, leadership and management are not met consistently.

16. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.

Section 2: Quality of education, training and recreation

17. Leaders provide an age-appropriate curriculum, modified to cater for individual pupils' needs and supported by suitable schemes of work. Pupils are motivated to learn by courses that excite and stimulate. Leaders' development of teaching methodology which encourages pupils to take ownership of their learning ensures that pupils develop a love of learning from an early age. Consequently, pupils engage fully in shaping their own education and they develop a wide range of often sophisticated study skills. For example, pupils set and test their own hypotheses in science, synthesise information efficiently in geography, and apply argument and reasoning effectively when structuring debate in English.
18. Provision for pupils who have SEND is focused and well supported by detailed individual education plans. Pupils with higher prior attainment are stretched appropriately by motivating extension activities. A suitable assessment system is in place and leaders monitor pupils' achievement effectively. Teachers provide detailed feedback and pupils respond by setting their own focused targets for learning. Consequently, most pupils make good progress from their starting points. Almost all pupils attain results at GCSE and A level in line with those expected.
19. The proprietor's recent development of facilities to create a junior learning centre to compliment the senior learning centre has had a positive impact on the way junior pupils learn. The learning centres act as open-plan hubs for learning, enabling pupils to work independently and with purpose. Carefully planned teaching enables junior pupils to move freely across the learning centre as they engage with independent tasks. As a result, junior pupils are engrossed by their learning and display high levels of diligence, such as in mathematics.
20. Teaching is often dynamic, engaging and challenges pupils appropriately, for example in citizenship and personal, social, health and economic education (PSHE), where expectations set by teaching are high, learning outcomes clear and pupils consequently made good progress. Not all teaching is as effective, however. In a number of lessons teaching does not engage all pupils and, when this happens, the progress of a small minority of pupils slows. Evaluation of teaching and learning by leaders and managers has identified variability in the quality of teaching as a focus for development. Measures put in place to address the inconsistency in practice, such as the use of teaching coaches, are in the early stages of development and have yet to impact fully on pupils' outcomes.
21. Leaders' focus on developing pupils' debating skills, supported by London Academy of Music and Dramatic Art (LAMDA) lessons within the curriculum, enables pupils to develop strong communication skills from an early age. Pupils are effective listeners, speak out confidently and read with aplomb. Pupils' writing skills are well developed and from an early age, pupils express themselves well through poetry and extended writing. Pupils possess strong mathematical skills and apply them successfully across a range of subjects, for example, in science, geography and business. The proprietor's focus on the development of remote learning across the OneSchool Global (OSG) network has resulted in pupils becoming proficient users of technology as a learning tool.
22. Leaders encourage pupils to engage in a range of recreational activities, for example, using the indoor games room or the various outdoor spaces provided. A suitable programme of extra-curricular activities is in place which extends and develops pupils' skills. Pupils eagerly participate in a range of activities, for example, book club, STEM club and sports club. The proprietor provides an extensive programme of enrichment activities through the OSG network. Pupils achieve success in a

range of activities, for example, regional sports days, national choir festivals and international debating competitions.

The extent to which the school meets Standards relating to the quality of education, training and recreation

23. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

24. In line with the school's ethos, leaders provide a comprehensive PSHE programme, complemented by the *OSG Aware* course which provides appropriate provision for relationships and sex education (RSE). This includes information about same-sex relationships and maintaining sexual health. Through the effective delivery of this provision, leaders and managers guide pupils to become responsible, self-aware individuals. As a result, pupils' moral understanding is well developed, and pupils show care and compassion for others. Interactions between staff and pupils are warm and supportive and consequently, pupils from a young age understand how to form positive working relationships with others. This leads to a harmonious community in which friendships between pupils are strong and pupils watch out for and look after one another.
25. Strong pupil friendships grow between the pupils with others across OSG UK and international schools, including when pupils working remotely and collaborating with their peers. The school's focus on developing pupils to be self-directed learners enables pupils to better understand themselves as learners and subsequently, they grow in maturity and independence of thought. Pupils, including those who have SEND, become self-motivated individuals who know their own mind and most pupils display high levels of self-confidence and self-esteem.
26. Leaders act as positive role models for pupils and actively promote respect for others in their everyday interactions with pupils. Pupils consequently show high levels of acceptance and respect for other people. They reject discrimination against people on the grounds of their religion, sex or race. However, some pupils demonstrate limited understanding of some differences between people, including those related to sexual orientation and gender.
27. Leaders promote good behaviour by ensuring that an appropriate behaviour policy and anti-bullying strategy are in place which are implemented effectively. Pupils respond positively to the school's restorative approach to behaviour management. Any misbehaviour is acted upon quickly and sanctions are used appropriately.
28. Supported by well-maintained facilities, an effective programme of physical education is in place and pupils understand how sport supports physical health. Pupils participate in a range of sports including badminton, football and athletics and develop physical skills as a result. Pupils understand that physical exercise and participation in activities such as mindfulness club enables them to relax and enjoy the company of their peers which promotes positive mental health.
29. Leaders support the development of pupils' spiritual knowledge by promoting the school's Christian ethos and teaching pupils about different religions. Leaders encourage pupils to spend time outdoors and consequently, pupils develop a deep appreciation of the natural world around them.
30. An appropriate first aid policy is in place and suitable accommodation is provided for pupils' medical needs. First aid treatment is administered appropriately. Leaders and managers ensure that pupils are properly supervised throughout the school day. A suitable admission and attendance register is maintained and pupil absence is monitored appropriately.
31. The proprietor does not ensure compliance with the Regulatory Reform (Fire Safety) Order 2005. While a risk assessment for the storage of flammable materials is in place, staff training identified in

the risk assessment had not taken place. Leaders and managers do not ensure the safe storage of such materials. Not all areas of the school had appropriate fire signage at the start of the inspection. Leaders began to address these issues during the inspection.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

32. Standards are not met consistently with respect to fire safety.
33. As a result, Standards relating to pupils' physical and mental health and emotional wellbeing are not met consistently.
- 34. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

Section 4: Pupils' social and economic education and contribution to society

35. Leaders provide a curriculum that actively promotes British values and the principles of law, for example, through enrichment days, PSHE and GCSE citizenship. Consequently, pupils show a broad understanding of democracy. They recognise the right for individual liberty within British society and show respect for those of different faiths and cultures. Pupils demonstrate a clear understanding of right from wrong and show respect for the law and public institutions.
36. The school's focus on preparing pupils for life in the business world is central to the curriculum and consequently pupils' economic understanding is highly developed. Economic education is integrated across the curriculum, for example, in mathematics, geography and business, supplemented by a variety of business-related enrichment activities such as enterprise days. Through this provision, pupils learn a variety of skills relating to money management, budgeting and economic wellbeing and apply those skills with ease in practical contexts. For example, pupils in design technology (DT) coursework, carefully considered the costs of different resources as they chose the most durable materials from which to make their product when working within a set budget.
37. Leaders encourage pupils to actively engage in charitable giving and voluntary work, both within school and in the wider community. Pupils fundraise for a range of pupil-chosen charities, including cancer care, guide dogs and the annual poppy appeal. Pupils volunteer to act as mentors to support younger pupils in their learning. Pupils form strong friendships with their peers when working together on community-wide activities, for example, the school's annual *Winterfest*, in which the sixth-form student leadership team organise pupil run charity fundraising activities. Pupils engage in local tree planting and often work with the Brethren Community *Rapid Relief Team* to send aid to people in need in other countries. Consequently, pupils understand their social responsibilities and develop high levels of empathy for others.
38. Leaders ensure that through PSHE, a suitable careers programme is in place which prepares pupils effectively for the next stage of their lives. Pupils are exposed to a variety of career-based activities from an early age. Participation, for example, in business breakfasts and enterprise days enables pupils to gradually develop a broad range of entrepreneurial skills. Careers profiling software is used to help pupils assess their employability skills and future career options, including the possibility of going to university. Older pupils gain work experience and volunteer in Brethren Community businesses. Additionally, community business owners run business workshops for pupils and conduct mock interviews to assist them in developing the skills they need in the world of work. As a result, on leaving school pupils confidently embrace the opportunities and responsibilities that are presented to them. Most go on to take up a position within a local business which often includes embarking on a further education course, for example, in business management, accountancy or human resource management.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 39. All the relevant Standards are met.**

Safeguarding

40. The proprietor ensures that appropriate arrangements are in place to safeguard and promote the welfare of pupils. A suitable safeguarding policy is in place which is effectively implemented.
41. Leaders ensure that staff and volunteers, including governors, receive appropriate safeguarding training on induction. Training is updated regularly, for example, through annual refresher training and weekly briefings. Those staff with designated lead responsibilities are appropriately trained, including in online safety. Consequently, staff are knowledgeable in child protection procedures and understand contextual risks. Staff are aware of the need to monitor pupil attendance and remain vigilant for signs of extremist behaviours. Staff know how to recognise and report a safeguarding concern, including a staff allegation or a low-level staff concern. Leaders make referrals to children's services in a timely manner and liaise with the local authority designated officer as required. This ensures that safeguarding practice in school is robust and the risk of harm to pupils is minimised.
42. Through the delivery of the PSHE curriculum and *OSG Aware*, and the emphasis put on e-safety across the curriculum, leaders and staff teach pupils how to stay safe, including when online. Approachable staff instil confidence in pupils to speak out if they have a worry or a concern and pupils show awareness of how to access external support services such as the NSPCC should they need to do so. When pupils do share concerns with staff, pupils are supported effectively.
43. Robust systems are in place to record and assess safeguarding issues therefore enabling any incidents or concerns to be monitored efficiently by leaders. Pupils affected by safeguarding issues are supported appropriately. Leaders give due regard to the Prevent duty and a suitable Prevent risk assessment is in place.
44. The proprietor provides effective oversight of safeguarding practice, including through a suitable annual safeguarding review, informed by half-termly safeguarding reports submitted by leaders.
45. Staff carry out appropriate safer recruitment checks on all staff, volunteers, governors and the proprietor. Leaders maintain a suitable central register of appointments.

The extent to which the school meets Standards relating to safeguarding

46. All the relevant Standards are met.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The relevant Standards are not met.

Paragraph number	Standard
ISSR Part 8, paragraph 34(1)(a), (b) and (c)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school – (a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and (c) actively promote the wellbeing of pupils.
ISSR Part 3, paragraph 16(a) and (b)	The standard in this paragraph is met if the proprietor ensures that – (a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and (b) appropriate action is taken to reduce risks that are identified.

Section 2: Quality of education, training and recreation

The relevant Standards are met.

Section 3: Pupils' physical and mental health, and emotional wellbeing

The relevant Standards are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 12	The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.

Section 4: Pupils' social and economic wellbeing and contribution to society

The relevant Standards are met.

Safeguarding

The relevant Standards are met.

School details

School	OneSchool Global UK Lancaster Campus
Department for Education number	888/6054
Registered charity number	1181301
Address	OneSchool Global UK Lancaster Campus Melling Road Hornby Lancaster LA2 8LH
Phone number	01524 222159
Email address	lancaster@uk.oneschoolglobal.com
Website	oneschoolglobal.com/campus/united-kingdom/lancaster
Proprietor	OneSchool Global UK
Chair of OneSchool Global UK	Mr Adrian Diffey
Campus principal	Mrs Zoe Neesham
Age range	7 to 18
Number of pupils	45
Date of previous inspection	19 to 20 June 2019

Information about the school

47. OneSchool Global UK Lancaster Campus is an independent co-educational day school situated in the village of Hornby in the Lune Valley near Lancaster. It is registered with the DfE as a school of Special Religious Character educating the children of families who are members of the Plymouth Brethren Christian Church Community.
48. The school is part of the OneSchool Global UK group, whose trustees are the proprietor of the school, supported by a local governing body known as the Campus Administration (CA) Team. The chair of the CA Team is a member of the board of trustees. A regional principal and a district principal support the trustees and the CA Team in overseeing the running of the school.
49. Pupils in the junior section are taught in one mixed age class. Since the previous inspection a new junior learning centre has been created and the current campus principal was appointed in February 2022.
50. The school has identified eight pupils as having special educational needs and/or disabilities (SEND). Two pupils in the school have an education, health and care (EHC) plan. No pupils speak English as an additional language.
51. The school states that its aims are to provide a safe and caring environment, to cater for each individual pupil's needs and to provide an education in which values of integrity, care and compassion, respect, responsibility and commitment are upheld by all members of its community. The objective is that pupils acquire the discipline of learning how to learn and develop their full potential, while upholding the Christian teachings and beliefs which underpin the Plymouth Brethren Community.

Inspection details

Inspection dates

21 to 23 November 2023

52. A team of three inspectors visited the school for two and a half days.

53. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietor and governors
- discussions with the principal, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

54. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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