

# School inspection report

27 to 29 February 2024

## **OneSchool Global UK, Nottingham Campus**

Wellington Street

Long Eaton

Nottingham

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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. National and regional principals and local governors have in-depth knowledge and understanding of the school. Regular visits, and scrutiny of data and reports, enable them to hold local leaders to account effectively. Leaders carry out their roles and responsibilities successfully.
2. Governors ensure that suitable policies are created, reviewed regularly and implemented fully. Leaders liaise with external agencies appropriately. This helps to promote the wellbeing of pupils.
3. Leaders have created an innovative and enriching curriculum that embraces the school's values and aims, which are understood well by pupils, staff and parents. Effective leadership ensures that the aim to create a culture where pupils acquire the discipline of learning how to learn as independent learners is successfully embedded into the school's learning outcomes. This leads to successful self-directed learning by confident pupils who are self-motivated and who make good progress across the curriculum.
4. Pupils develop strong speaking and listening skills which they use in their learning as well as expressing their feelings and thoughts beyond the formal curriculum. Skills such as self-directed study and independent research are developed well across the curriculum. However, supportive links between different areas of the curriculum are less well developed which results in knowledge being ring-fenced rather than used to advance pupils' deeper understanding in other areas of the curriculum.
5. The school provides a varied but limited programme of extra-curricular activities which restricts the range of skills and knowledge pupils can develop beyond the formal curriculum. Attendance at the lunchtime activities falls below leaders' expectations.
6. Pupils who have special education needs and/or disabilities (SEND) receive effective support from staff and make good progress. Effective assessment and monitoring arrangements ensure pupils' progress is understood by parents, staff and leaders.
7. Leaders and teachers guide and support pupils' learning and emotional development effectively. The comprehensive personal, social, health and economic education (PSHEE) programme, which includes relationships and sex education (RSE), helps pupils to develop good mental health and a deep understanding of their own beliefs within the context of their school, community and wider society. For example, pupils discuss healthy and unhealthy relationships, online grooming, and same sex relationships. Pupils feel confident to make personal responses to the themes covered.
8. Pupils develop a mature understanding of the world beyond school and an appreciation of life in British society. Pupils' respect for people of different faiths and cultures is developed well. The citizenship programme makes a strong contribution to pupils' understanding of the world in which they live.
9. The school's premises and accommodation are well maintained in line with effective health and safety, fire prevention and first aid arrangements. Pupils feel safe in school and online. However, at the start of the inspection, the contact details for the local authority designated officer (LADO) were incorrect. This was corrected before the end of the on-site visit.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are 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 met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

### Recommended next steps

Leaders should:

- ensure that the safeguarding policy is up to date and includes the correct information at all times
- extend pupils' knowledge and understanding across subjects in the curriculum
- enhance the extra-curricular programme to enable pupils to develop a wider range of skills and experiences.

## Section 1: Leadership and management, and governance

1. National and regional leaders and local governors have in-depth knowledge of the school's work and performance. They regularly visit the school, read and analyse detailed reports and meet with senior leaders, teachers and pupils. They ensure that leaders carry out their roles and responsibilities effectively.
2. Governors oversee the creation and review of appropriate policies, and check that they are implemented fully. They ensure liaison with external agencies, for example children's services, is established. This supports the active promotion of pupils' wellbeing.
3. The school's teaching and learning principles, alongside its aim to develop pupils' full potential while upholding Christian teachings and beliefs, are central to the learning environment that leaders have created. Pupils, staff and parents understand and support these values, which underpin everything leaders do. This leads to a stimulating learning environment where everyone works together, which supports pupils' learning and helps them to make good progress.
4. Leaders take note of developments in education and changes to guidance. Leaders regularly check what is working well and what could still be improved. They use this information to form a detailed campus development plan based on what is best for pupils. Leaders follow the plan closely and review it regularly. Leaders have high aspirations for pupils. Pupils' very strong independent learning skills and their deep knowledge and understanding of the wider world are testament to this.
5. A comprehensive and broad programme of risk management has been established. An appropriate policy covers wellbeing issues as well as practical aspects of the school's operations such as buildings, trips and events. Risks for individual pupils with specific concerns, including physical and mental health issues, are managed effectively. Leaders review the accessibility plan regularly to ensure the school building and the curriculum continue to be accessible to all groups of pupils.
6. Staff respond sensitively and effectively to any concerns raised by parents. Complaints are dealt with constructively and in line with the school's policy. Parents can access a wide range of information on the school's website as well as receiving regular communication from the school.

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

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

## Section 2: Quality of education, training and recreation

8. Leaders have created a curriculum which ensures pupils develop skills, knowledge and understanding well across a broad range of subjects. This is supported by well-planned schemes of work and locally and nationally developed resources. The school's 'learning to learn' philosophy is fully understood and adopted by pupils, staff and parents.
9. The school's approach to learning is based on encouraging pupils to become self-directed and independent learners. The school's 'orientate, navigate and explore' approach is well established. Teachers split learning into three areas: the assignment, the lesson and the study. Each stage builds towards pupils directing their own time, choosing what tasks to complete, choosing how and where they approach the task, and how they access support to assist them. This leads to pupils successfully taking the initiative and responsibility for the direction of their learning.
10. Teachers consistently offer opportunities for optional independent further study, which pupils embrace. Pupils develop an ability to learn and think for themselves which leads them to reflect on their work and decide their next steps. Where appropriate, pupils seek help from their peers or teachers, either in school or via a network of tutorials available to them online. Teachers encourage pupils to present their work in original ways as they see fit. For example, in Year 3 and 4 pupils chose to express their learning about differences between Chinese and British cultures as a model using scrap materials rather than as a written report. Pupils acquire new knowledge, increase their understanding and develop their skills well across a range of subjects. The provision successfully embraces the school's aim to develop pupils who are self-motivated.
11. Leaders and teachers are mindful of the individual needs of pupils. Pupils who have special educational needs and/or disabilities (SEND) are supported in lessons by their teachers, teaching assistants and by the learning support staff both on-site and as part of the regional support network. Pupils make good progress as a result of the support they receive.
12. Leaders and teachers ensure that skills developed in one area of learning are used across a range of other areas, which leads to pupils developing advanced study skills. For example, pupils' technological skills are well developed which enables them to access a wide range of learning and presentation options, either independently or collaboratively. For example, pupils produced a music video for entry into an annual national festival.
13. Whilst this cross-curricular use of skills is effective, links between different areas of the curriculum are less well developed. This leads to pupils' knowledge and understanding of key concepts in specific subject areas being restricted to those areas and not used to support pupils' further development in other areas of the curriculum. For example, pupils' knowledge and understanding of mathematics is not overtly used when considering appropriate areas of study in, for example, geography or science.
14. Pupils communicate eloquently and confidently. They express their understanding clearly and ask intuitive and probing questions to deepen their comprehension of new material. Pupils use these well-developed skills to respond to, and give feedback about, the curriculum. This is used by leaders to monitor the school's provision and to inform decisions about future developments.
15. Leaders have recently introduced an enhanced extra-curricular programme of activities at lunch times. The scope of these activities is limited to a small number of areas and do not present pupils

with a broad expansion of skills and knowledge beyond the academic curriculum. Activities are not well attended.

16. Leaders have developed effective systems to monitor pupils' attainment and progress. They regularly report this information to parents. Leaders meet with teachers frequently to analyse how well pupils are doing. Leaders and teachers use assessment information well to identify where pupils need additional support. Pupils find the feedback they receive on their progress useful as it enables them to set appropriate targets and use the self-directed tutorial system to achieve their goals.

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

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

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

18. Pupils of all ages, aptitudes and abilities enjoy their school experience and know how to care for their physical and mental wellbeing. Leaders have created mechanisms for pupils to report any worries or concerns and to share their views about the school. In addition to regular checks on how confident pupils feel in their learning, pupils complete a weekly 'good feeling' indicator which signposts emotional wellbeing concerns to relevant staff. Pupils demonstrate high levels of self-esteem and self-confidence. They express themselves clearly, direct their own learning and affect change, for example by not being a bystander and finding solutions to problems.
19. Pupils' physical health is developed through a programme of weekly physical education lessons. Pupils demonstrate enthusiasm and commitment to developing their skills in a range of sports. Additionally, non-curriculum days throughout the year enable pupils to broaden their experience of games and to contribute to sporting events, sometimes competing with schools nationally.
20. Pupils willingly engage with the PSHE and RSE curriculum. This is expanded through the 'OSG Aware' programme to enable pupils to successfully achieve a GCSE in citizenship. Pastoral leaders further develop pupils' personal development through a series of 'themes of the week' and events such as faith and culture days, which looked at the religions, sports and foods of other cultures. Pupils become globally aware with broad and open attitudes to the communities in which they live. Pupils are enabled to learn about the value of healthy relationships and to understand the differences between marriage in their own religion and marriage in other parts of society.
21. Pupils are alert to spiritual aspects of the world around them and use the natural world for inspiration. For example, following a journey through the countryside and around historic buildings, senior pupils created a highly emotive video which expressed their awe and wonder in response to the experience.
22. Leaders create a range of opportunities for pupils to demonstrate and develop leadership skills, for example, by organising events and projects for their younger peers. Respect is a key part of the school's values. Pupils embody these values in a natural and engaging manner both in the school community and beyond, including with those who have different values and beliefs to them.
23. Pupils' sensible conduct around the school demonstrates the effective implementation of the behaviour policy. Pupils regulate their own thoughts, emotions and behaviour well. They are comfortable in reporting any issues of poor behaviour or bullying, which rarely occur. Staff deal quickly and effectively with issues that arise.
24. Leaders prioritise pupils' welfare and have implemented robust procedures, checks and training to ensure that health and safety, fire prevention and first aid are managed effectively. Attendance and admissions registers are maintained appropriately. Absences from school are followed up promptly and liaison with the local authority takes place when required. Premises and resources are maintained well. Pupils are supervised at all times, which enhances their opportunities to learn and develop safely and successfully. Members of the parent volunteer group cook plentiful, nutritious and well-balanced meals, which pupils enjoy and appreciate.



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

**25. All the relevant Standards are met.**

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

26. Pupils are supported effectively in their preparation for life beyond school. Careers advice is broad and varied, involving a range of external speakers and opportunities to speak to professionals from a wide range of employment settings. The school invites local volunteers to 'business breakfasts' to provide senior pupils with a wider context of the working world. A recent meeting included discussion about working with employees who are not from the pupils' faith community. Pupils recognise the programme's value in supporting future training and employment decisions.
27. Pupils speak knowledgeably about fundamental British values and their role and relevance in today's world. These, linked with related human rights and a wide range of citizenship themes, support their preparation for life in British society well. Pupils speak knowledgeably about the work of government and the process of making laws. They demonstrate a firm understanding of constitutional monarchy.
28. Pupils recognise the importance of contributing to shaping the world around them and the value of being part of a global community. Leaders have developed a programme which encourages pupils to reflect on world events. For example, primary pupils learn about and discuss the challenges facing farmers in Europe and the actions they have taken. This enables pupils to develop their understanding of the impact of global issues on communities. Pupils are culturally inquisitive and embrace the many opportunities provided by the school to enhance their understanding and respect for others. The citizenship programme encourages pupils to be aware of the Equality Act 2010 and its focus on respect of the differences between people. They learn about world religions and develop respect for the beliefs of others in lessons, regular assemblies and an annual world religions day.
29. Pupils develop a strong sense of who they are and how their behaviour and positive contribution can influence others. The curriculum enables pupils to be socially aware. They learn to objectively discuss and debate elements of the world in which they exist. For example, senior pupils created and delivered a presentation and role play to younger pupils about measuring their carbon footprint using an online calculator. This supports pupils to better understand their impact on society and the world in which they live.
30. Through the citizenship programme, pupils learn to recognise and value the importance of the law, democracy and public institutions. Pupils' mature social awareness leads them to regularly arrange collections for a local food bank and organise coffee mornings for a national cancer charity. A pupil-led project to consider litter and pollution in the local area resulted in an action plan for improvement and an enhanced understanding of environmental issues.
31. Pupils learn about key aspects of finance and economic management through a carefully considered course of study. Pupils start to develop their understanding of how money works in the younger years and this continues as they move through the school. By the time pupils leave the school, they have led a number of charitable and enterprise projects, for example, recycling COVID-19 tests, masks and clothing. The programme develops pupils' understanding of budgets, savings, loans, debt, mortgages and business management. Pupils speak confidently about their understanding of personal finances.

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

**32. All the relevant Standards are met.**

## Safeguarding

33. Safeguarding arrangements are effective. Leaders and staff actively promote the welfare of pupils and follow statutory guidance to ensure these arrangements are implemented effectively. Local governors, and national and regional safeguarding leads, review the safeguarding policy so that it is in line with the latest statutory guidance and leaders ensure it reflects local requirements. At the beginning of the inspection, the contact details for the local authority designated officer (LADO) were incorrect but this was rectified before the end of the on-site inspection.
34. Staff and volunteers receive appropriate training when they join the school and this is updated regularly. The safeguarding leads are suitably trained for their roles. Staff and volunteers know and understand the safeguarding arrangements well. Staff understand their responsibilities and are conscious of the contextual risks and challenges facing pupils in and beyond the school. Staff know how to raise concerns about pupils or adults and do so when necessary.
35. Responses to any concerns raised about pupils' wellbeing and safety are dealt with effectively and appropriate action is taken in a timely manner. The culture of safeguarding in the school ensures adults understand the need for early reporting of any potential issues. Safeguarding leaders maintain suitable records when issues arise, and they liaise with relevant external agencies when appropriate.
36. Governors and school leaders ensure the views of individual pupils are heard through a variety of mechanisms. This helps pupils to feel safe in their school. Leaders ensure that appropriate safer recruitment checks on adults who work with pupils are carried out and that these are accurately recorded in one place. The designated safeguarding governor reviews the effectiveness of safeguarding arrangements regularly.
37. Pupils are taught how to keep themselves safe, including when online. Suitable internet filtering and monitoring procedures are in place and alerts are immediately reviewed by members of the safeguarding team.

### The extent to which the school meets Standards relating to safeguarding

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

## School details

<b>School</b>	OneSchool Global UK, Nottingham Campus
<b>Department for Education number</b>	830/6039
<b>Registered charity number</b>	1181301
<b>Address</b>	OneSchool Global UK – Nottingham Campus Wellington Street, Long Eaton Nottinghamshire NG10 4HR
<b>Phone number</b>	0115 973 3568
<b>Email address</b>	nottingham@uk.oneschoolglobal.com
<b>Website</b>	<a href="http://www.oneschoolglobal.com/campus/united-kingdom/nottingham">www.oneschoolglobal.com/campus/united-kingdom/nottingham</a>
<b>Proprietor</b>	OneSchool Global UK
<b>National Chair</b>	Mr Warren Burgess
<b>Lead Campus Governor</b>	Mr John McCroft
<b>Campus Principal</b>	Mr Ben Thompson
<b>Age range</b>	7 to 18
<b>Number of pupils</b>	78
<b>Date of previous inspection</b>	5 to 6 June 2019

## Information about the school

39. OneSchool Global, Nottingham is an independent co-educational day school. It is registered with the Department for Education as an independent charity, being a school with a religious character serving families of the Plymouth Brethren Christian Church. The school moved to its present site on the outskirts of Nottingham in 2009. The proprietors are the OneSchool Global UK, who are responsible for the governance of the school.
40. The school has identified eight pupils as having special educational needs and/or disabilities (SEND).
41. No pupils speak English as an additional language.
42. The school's stated aims are to be committed to a culture where pupils are encouraged to develop their full potential and acquire the discipline of learning how to learn while upholding Christian teachings and beliefs. It strives to ensure that the truth and authority of the Holy Bible and strong family values underpin the commitment of the school to provide quality in every facet of education – curriculum, teachers, facilities, management, and discipline – in a safe and caring environment.

## Inspection details

### Inspection dates

27–29 February 2024

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

44. 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 chair and other governors
- discussions with the headteacher, 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.

45. 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](http://www.isi.net)**.

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