

School inspection report

19 to 21 March 2024

OneSchool Global UK Maidstone Campus

Heath Road

Maidstone

ME17 4HT

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. All members of the community share leaders' high aspirations for pupils, including those who have special educational needs and/or disabilities (SEND), to be the best that they can be.
2. Leaders have created open-plan hubs for both senior and junior pupils, enabling pupils to direct their learning, work collaboratively and receive support as necessary. Extensive opportunities exist for pupils of all ages to use information and communications technology (ICT) in their learning, and they do so effectively. Teachers ensure that there is a progression of expectations regarding pupils developing skills and habits in independent learning, such as time management and organisation, so that by the time they leave these skills are embedded. Leaders have established a consistent and coherent approach to monitoring and tracking, which informs planning and ensures that pupils' progress is understood by teachers, leaders and parents.
3. Leaders provide a suitable curriculum. Junior pupils are almost exclusively taught face-to-face, with the proportion of remote teaching increasing as the pupils move through the school via a network of tutorials available to them online. This enables teachers from other schools in the group to deliver some subjects and allows for a broader range of subject choices, especially at GCSE and A level. Whilst most pupils make good progress in relation to their starting points, leaders are aware that results in the sixth form are disappointingly low and have begun to implement plans to rectify this. These include pupils sitting their IGCSEs in the November of Year 11, to enable pupils to have two years of A-level teaching.
4. The personal, social, health and economic education (PSHE) programme, combined with the *One School Global Aware* programme and citizenship, is comprehensively planned and covers relationships and sex education (RSE). These contribute to pupils developing knowledge of their rights and responsibilities, as well as ways in which people can be different from one another. Pupils have a clear understanding, respect and tolerance for those who have different faiths and beliefs. These programmes, together with career guidance, prepare pupils for their lives beyond school.
5. Pupils are polite and considerate with adults, including the extensive number of volunteers, and this supports a purposeful working atmosphere. There is a sense of community and camaraderie, linked to the house system, which runs throughout the school. This helps to develop teamwork and encourages pupils to strive for their best.
6. Clear rules ensure pupils behave well in and out of class, know the importance of right and wrong and readily accept responsibility for their behaviour. Pupils get on well and support each other in making the right choices. They appreciate the school's restorative approach to any incidences of poor behaviour. Owing to encouragement and effective questioning from teachers, pupils listen well, debate sensibly and value the opinions of others.
7. Suitable arrangements are made to safeguard and promote the welfare of pupils. Health and safety procedures are implemented in accordance with relevant legislation and guidance. Pupils are suitably supervised by caring staff, who know pupils well and promote their wellbeing. Pupils value the comprehensive support systems. The school premises are well maintained and provide a safe and healthy environment.

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:

- take action to ensure that pupils in the sixth form achieve well at A level.

Section 1: Leadership and management, and governance

8. Governors work effectively with senior leaders; through weekly meetings and scrutiny of key policies and data, they keep themselves informed about the wellbeing of pupils. This is followed up by regular visits to the school and discussions with staff and pupils. This ensures that the school's aims and ethos are realised. Governors provide support and challenge in their regular discussions with leaders including the consideration of key performance indicators (KPIs). Progress against key objectives, such as attendance targets are set by leaders, and results are shared widely and used effectively by teachers to monitor pupil progress. These regular meetings, analysis of information and observations help governors ensure that leaders demonstrate their appropriate skills and knowledge, fulfilling their responsibilities effectively.
9. Leaders are aware of the school's strengths and the areas which need improvement. Governors are actively involved in determining school priorities, taking part in a termly 'Campus Impact Meeting'. This is a strategic consideration of the effectiveness of the campus, leading to targeted action plans such as a *120-day sprint initiative* to increase the number of online tutorial bookings per pupil with positive results. Governors' regular contact with the school ensures that the requirements of the Standards are met, and the Christian principles that underpin the school are adhered to.
10. Leaders have embedded the proprietor's approach to education. High academic standards are a priority; however, the self-directed 'learning-to-learn' programme which places the focus on what and how pupils are learning, rather than merely on what is being taught, is of equal importance. Teaching helps develop independent and critical thinking skills as well as teamwork and collaboration. This ensures that pupils are well prepared for the next stage of their education, and future employment.
11. There are rigorous processes to assess and mitigate risks so that pupils, including those with specific needs, are supported and protected. This includes health and safety as well as practical aspects of the school's operations. Comprehensive risk assessments covering buildings, trips and events are viewed as dynamic and are regularly reviewed and adaptations are made to improve the school site or pupils' experience. For example, a recent review of traffic flow resulted in new signage in the car park, leading to improved safety for pupils, staff and visitors.
12. The school has an appropriate accessibility strategy that ensures current and future planning complies with the Equality Act 2010, making the school and the curriculum accessible to all pupils. Leaders regularly monitor the experience and outcomes for different groups of pupils to ensure parity of opportunity. All teachers and pupils are learning sign language to benefit some individual pupils and foster a more inclusive community.
13. Parents receive regular and informative reports on pupils' progress and attainment. The school provides a wide range of accessible information for parents to access from the website. Leaders share relevant information with the local authority for any pupils who have an education, health and care (EHC) plan.
14. Leaders work effectively with external agencies, taking advice as necessary and adapting practice as required.
15. All staff are committed to maintaining positive relationships with parents and carers. Leaders believe that the best outcomes for the pupils grow from an effective partnership with all members of the

community. Leaders take all concerns seriously and resolve issues as quickly as possible. The concerns log, which includes formal complaints, provides a record of actions and their impact to ensure lessons are learned.

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

16. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

17. Leaders have designed a comprehensive curriculum that provides pupils with the key educational areas of learning based on their aptitudes, needs and ages. Leaders regularly review the curriculum and amend it where necessary to meet any identified needs. For example, the option to study statistics at IGCSE provides additional academic challenges.
18. A broad literacy curriculum ensures that pupils are supported to develop both their oral and written work. Pupils are articulate in their presentation of ideas in speech and on paper. For example, in the manner in which Year 6 pupils are able to discuss specific grammatical terms or the quality of expression in creative writing through the school. Strong mathematical skills are evident in pupils' work as well as in other subjects such as physics and geography, where pupils confidently process and manipulate numerical data. Opportunities in design technology, art and food technology develop the pupils' creative skills. For instance, Year 9 pupils can make a wire loop game containing an electrical circuit as well as demonstrate improvement in their stencilling technique and making fruit tarts with shortcrust pastry.
19. Teaching is well planned, and staff show high levels of subject expertise which supports pupils in acquiring new knowledge, developing their understanding and making good progress. The school's 'orientate, navigate and explore' approach is well established, with learning being split between the task, the lesson itself and independent study. Each segment leads to pupils taking ownership of their learning, deciding which *learning hub* they move to depending on how they choose to complete a task, and how much they want to access support. For example, after initial teacher input in a year 10 geography lesson, pupils moved to different hubs depending on how they chose to express their learning about rainforests and extreme weather events. Open-plan hubs support focused group work whilst those adopting an individual written response move to silent study hubs. This helps ensure pupils are appropriately challenged, are competent in following instructions and develop analytical skills.
20. Leaders and teachers are rigorous in their approach to tracking and monitoring pupil progress: through analysis of results, termly assessment points across the curriculum, and through the marking of pupil work. Target attainment grades and interim performance results are clear to pupils and parents; teachers use this information well to plan individual interventions. Marking and feedback are thorough, timely and action-driven. Pupils appreciate that teacher feedback gives them clear guidance on what and how to improve. Effective use is made of technology to facilitate this process: for example by the provision of detailed audio feedback. Pupils find audio feedback captured their attention more fully and shifted their mindset to one focused on improvement rather than concern about grades.
21. A bookable tutorial system is used effectively by pupils. This enables pupils to seek stretch or support, but may also be the result of a teacher-initiated intervention. Pupils make good progress in primary, as indicated by their SATS results, and at GCSE. Performance in post-16 qualifications has not been in line with expectations since the introduction of Cambridge International AS and A levels and the decision to run A level examinations in November of Year 13. Planned adjustments to curriculum delivery are intended to remediate this, such as the current Year 11 will begin A-level syllabuses immediately after sitting their GCSEs. Leaders are continuing to monitor the impact of these changes.

22. Provision for pupils who have SEND is effective. Most needs are identified before pupils enter the school through screening during the transition and the early provision of information by parents. The learning support department provides tailored assistance through a range of interventions, which include one-to-one support and the delivery of an alternative curriculum. In addition, the learning support department provides comprehensive information to all teaching staff so that appropriate support can be provided in all classes. This ensures that pupils who have SEND flourish.
23. Leaders have recently enhanced the extra-curricular programme of activities at lunchtime, with the introduction of a train club, camera club and girls' and boys' chats. This enables pupils to develop a wider range of skills and knowledge and provides opportunities to enjoy activities outside the formal curriculum. All pupils take part in the London Academy of Music and Dramatic Art (LAMDA) and achieve a high level of success.

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

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

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

25. Leaders and governors have developed strategies to support pupils' mental and emotional wellbeing through a comprehensive personal, social and health curriculum that is delivered effectively and fostered through the school's Christian ethos. Younger pupils learn how to play kindly together, and all ages are respectful. As they get older, pupils learn more about views and values that differ from their own, developing their tolerance and respect for others.
26. Staff encourage the school's core values of integrity, care and compassion, respect, responsibility, and commitment. These values are at the forefront of policies and practices and are designed to guide pupils' development so that they become confident individuals with a positive self-image and a secure understanding of their place within their community. The curriculum, supported by assemblies and teachers' planning, encourages pupils to develop resilience; for example, the concept of managing difficulties and getting out of the *learning pit*, when faced with challenges, is widely understood by pupils.
27. Leaders ensure that PSHE informs pupils about relevant issues, such as intolerance, diversity, and personal safety. Learning about relationships and sex education meets legal requirements, such as discussing healthy and unhealthy relationships, and consent. It is suitably informative and respectful of pupils' beliefs. Pupils feel confident to make personal responses to the themes covered.
28. There is a culture which welcomes discussion and provides opportunities for pupils to reflect and debate moral issues with their teachers, often involving real-life scenarios. Pupils learn about different religions and make mature comparisons with their Christian faith, speaking openly about their feelings and beliefs. Teachers consistently model fairness, kindness and inclusivity, which helps pupils to develop a strong moral purpose, showing respect and care for others, and for the world around them. The pupils understand how their actions can impact the lives of others.
29. Teachers' high expectations of behaviour have a positive impact on pupils' conduct in lessons and around the school. Leaders use behaviour monitoring systems effectively and pupils welcome the restorative discussions. Respect is a core value and is evident in the relationships between pupils and staff. Bullying issues are rare, but any that do occur are dealt with quickly and, if appropriate, the student anti-bullying team supports younger pupils.
30. Older pupils are encouraged to be positive role models and carry out a range of leadership responsibilities. A PSHE topic in Year 12 focuses on role models: pupils understand its importance, assess their own strengths and development areas, and commit to a personal plan.
31. Leaders promote pupils' physical health through a programme of physical education. Pupils participate in a range of activities; in junior school, all pupils learn to swim and enjoy taking part in the *daily mile*. Pupils learn about promoting good mental health during PSHE lessons. They are clear on the importance of physical exercise, a healthy diet, and other lifestyle choices to help maintain a healthy mental attitude.
32. Pupils are suitably supervised and there are clear protocols for their safety, which are well understood. Pupils have a range of adults to whom they can turn for help and support. These include the school's student leadership team and any member of staff. Leaders have introduced a weekly

'good feelings indicator,' where pupils enter a score between one and ten, related to how they are feeling and have an opportunity to explain why. These are completed electronically and are monitored by the designated safeguarding lead (DSL).

33. The school maintains admission and attendance registers as required, such as liaising with the local authority when required. Leaders promote attendance effectively, contributing to high attendance. Where this falls below a set level, robust processes are used to support those families.
34. The premises are well maintained. Classrooms and learning zones are bright and colourful. A maintenance schedule covering areas such as fire prevention, firefighting equipment and water testing ensures that health and safety checks are undertaken thoroughly and promptly. First aid is administered, recorded and reported competently by well-trained staff.

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

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

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

36. Leaders recognise that providing pupils with the building blocks for a successful financial future is essential preparation for life after school. Consequently, economic education is woven throughout the curriculum. Basic financial knowledge is taught through the well-designed citizenship course. Year 9 pupils deliver a speech explaining to teenagers how to manage their money. By Year 12, pupils can create a business plan; for example, to open a café or design a brand. They are able to articulate how they would make a profit.
37. The social education programme helps develop pupils' knowledge and understanding of wider cultural and social issues. Citizenship is a core subject and from an early age addresses key themes in British society such as democracy and celebrating equality. Lesson topics include multicultural Britain and exploring British values and identity. Pupils have an opportunity to create a manifesto to be Prime Minister for the day, with the democratically appointed candidate enjoying some decision-making, such as finishing school five minutes early.
38. Leaders comprehensively map the academic curriculum to ensure it complements the PSHE programme in developing the pupils' awareness of social and cultural matters. For example, pupils extend their understanding through Year 8 English work on 'Is poetry culture?' Sixth-form historians consider the political issues when learning about twentieth-century dictatorships.
39. Effective guidance on careers is provided through a 'life beyond the school' curriculum and by additional, specific career talks and events, such as a business spotlight day. Careers education is well supported by parents and the community. An enterprise programme operates alongside the careers curriculum to foster an entrepreneurial spirit; potential employers are invited to the extended project qualification (EPQ) presentation evening. There is a carefully developed process of support for pupils who have SEND requiring additional help to transition into the world of work; staff work closely with the community or other adults to secure appropriate employment for these pupils.
40. The citizenship programme, combined with staff who consistently offer guidance, helps pupils distinguish between right and wrong and develops an age-appropriate appreciation of the school's main aims. Pupils across the age range have created displays depicting what it means to live out the school's values, such as showing integrity by doing what is right even when no one is watching. Pupils value respect for themselves and others, recognising the importance of tolerance and inclusive attitudes in the school community and beyond.
41. Pupils appreciate the differing circumstances of others and are active in supporting them. Most pupils are involved in activities within the school, in local communities or through charitable enterprises. They are proud of the contribution that they make to the local foodbank and the *Rapid Response Team*, a community-based initiative, which responds to crises across the world. There is a strong, pupil-led culture for fundraising and charity, with representatives from the student council suggesting ideas for school-wide events, such as a winter market. Not only does each initiative raise money for charity, but it also gives pupils valuable experience in organisational and leadership skills.

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

42. All the relevant Standards are met.

Safeguarding

43. Local governors and national and regional safeguarding leads regularly review the school's safeguarding policy and monitor procedures. This ensures that arrangements to promote and safeguard the welfare of pupils are effective and in line with the most recent guidance.
44. Leaders and governors have created a vigilant safeguarding culture. Staff appreciate the rigorous approach to the safeguarding of pupils. They know that safeguarding is everyone's responsibility and are mindful of it being a constantly evolving landscape. Staff have a secure understanding of what to do and how to report a concern.
45. Governors, staff and volunteers all receive thorough training, which is regularly updated by the DSLs. The safeguarding team has developed a secure system of information sharing. Records are carefully maintained, concerns addressed promptly, and issues closely monitored. As a result of some incidences of older pupils displaying unkind behaviour, a pupil-led anti-bullying team was set up, who deliver assemblies and are available for pupils to talk to.
46. The safeguarding leads have established effective liaisons with external agencies. When the need arises, they seek advice and guidance, signposting staff, parents and pupils to the most appropriate service and following any such referrals where necessary.
47. Pupils know that there is someone to talk to if they have a problem and are clear on how to share any concerns, including doing so anonymously through a 'make a report' button on the website. As a result, pupils feel safe in their school.
48. Suitable filtering and monitoring systems are in place, which the DSL regularly checks, and follows up on any incidents of inappropriate use. This, together with appropriate teaching, ensures that pupils are well protected, as far as possible from the possible dangers of the internet. Pupils are clear on the rules for keeping safe and use technology throughout the day most respectfully and responsibly.
49. All required checks to ensure the suitability of all staff, volunteers and governors are undertaken. Robust procedures for monitoring, including by leaders and governors ensure that an accurate record of these checks is maintained.

The extent to which the school meets Standards relating to safeguarding

50. All the relevant Standards are met.

School details

School	OneSchool Global UK Maidstone Campus
Department for Education number	886/6104
Registered charity number	1181301
Address	OneSchool Global UK Maidstone Campus Heath Road Maidstone Kent ME17 4HT
Phone number	03000 700507
Email address	maidstone@uk.oneschoolglobal.com
Website	www.oneschoolglobal.com/maidstone
Proprietor	OneSchool Global UK
Chair of OneSchool Global UK	Mr Warren Burgess
Campus principal	Mr David Brook
Age range	7 to 18
Number of pupils	161
Date of previous inspection	27 to 28 November 2019

Information about the school

51. OneSchool Global, Maidstone Campus, is an independent co-educational day school with a particular religious character. It serves families of the Plymouth Brethren Christian community. It is situated in Maidstone, Kent. The school is part of the OneSchool Global UK group which shares centralised policies and religious ethos. The local governing body known as the campus administration Team, together with the wider proprietorial team provides support for and oversees the school's management and education. The current campus principal was appointed in November 2023 as an interim principal.
52. The school has identified 11 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care (EHC) plan. No pupils speak English as an additional language.
53. The school states its aims are that pupils develop their full potential and acquire the discipline of 'learning how to learn' while upholding Christian teachings and beliefs, especially those of commitment, integrity, compassion, and respect. The school seeks to provide a safe and caring environment, in which the truth and authority of the Holy Bible and strong family values underpin a commitment to provide quality in every aspect of school life.

Inspection details

Inspection dates

19 to 21 March

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

55. 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 representatives of the proprietorial board and local administration team
- discussions with the principal, school leaders 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.

56. 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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