

School inspection report

17 to 19 September 2024

OneSchool Global UK, Northwich Campus

Hartford Manor
Greenbank Lane
Northwich
CW8 1HW

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. Governors and school leaders promote the wellbeing of pupils effectively. Leaders know and understand their responsibilities and so ensure that the Standards are met consistently.
2. Safeguarding is a priority for the school and governors and leaders closely monitor procedures to ensure that the suitable policy is implemented effectively. Staff are appropriately trained and follow appropriate procedures should any safeguarding concern arise.
3. Leaders take appropriate action to mitigate any identified risks, including those related to fire. The premises are well maintained, and the site is secure. First aid provision, including that for pupils' mental health is suitable.
4. Pupils are provided with a broad and balanced curriculum which covers all the required areas of learning and prepares them effectively for life in British society. However, the provision of extra-curricular activities is limited, which restricts pupils' opportunities to develop interests and skills beyond the classroom.
5. The relationship and sex education (RSE) and the personal, social, health and economic (PSHE) education programmes are designed and cover all required content. The PSHE and RSE programmes equip pupils with knowledge and skills about healthy relationships and life in British society.
6. The comprehensive careers programme provides pupils with information about a broad range of careers, so enabling them to make informed decisions regarding their futures. This programme includes study for a OneSchool Global UK (OSG) diploma which prepares pupils effectively for their future careers.
7. Well-planned teaching ensures that pupils make good progress overall. Progress is monitored by regular assignments, the results of which are used to inform teaching. However, some older pupils do not achieve as well as they could, including in GCSE and sixth-form examinations, because they are not always provided with effective stretch and challenge in their work.
8. Pupils who have special educational needs and/or disabilities (SEND), including those with an education, health and care (EHC) plan are provided with suitable additional support so that they make good progress.
9. Technology is used effectively to access OSG resources beyond the school campus, including remote teaching by teachers based at other campuses. Teachers use these resources to promote pupils' learning effectively.
10. Leaders promote the school's expectations of kindness and respect effectively. This results in a calm and friendly atmosphere in which pupils behave well and are kind and considerate. There is very little bullying, and any such incidents are managed effectively.

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:

- strengthen the extra-curricular provision to ensure that it enables pupils to develop a wide range of skills and experience
- ensure that teaching challenges pupils sufficiently to enable them to make the best possible progress and achieve well, including in public examinations.

Section 1: Leadership and management, and governance

11. The proprietor provides effective oversight of the school. Local governors meet weekly with school leaders to review practice and provide support and challenge to ensure that responsibilities are met and that leaders have the skills and knowledge required for their role. Governors and leaders ensure that the school's policies, which are centrally produced by OSG and then tailored to meet the requirements of each campus, are effectively implemented. As a result, the school promotes the wellbeing of pupils effectively.
12. Leaders evaluate the school's effectiveness carefully and use their findings to inform decisions that aim to improve pupils' educational experience. For example, leaders have made changes to the teaching of mathematics intended to develop its effectiveness.
13. Leaders prioritise the welfare and safeguarding of pupils. Measures such as a weekly survey of pupils' happiness ensure that pupils' emotional wellbeing is actively promoted. Governors maintain a close oversight of safeguarding procedures and, as well as receiving a twice-termly written report, meet weekly with school leaders to ensure that they are fully informed. Leaders liaise with external agencies as appropriate, including with regard to safeguarding concerns when required.
14. The aims of the school are clearly articulated on the school website. Leaders ensure that these are known and understood by the whole school community.
15. Leaders take appropriate measures to identify and mitigate against any potential risk. This includes assessing any risks posed to when traveling on school buses and considering how best to support the mental wellbeing of pupils. Effective action is taken where necessary, such as fencing off some derelict buildings on the edge of the school site. The school site is securely fenced, and access is via electronically controlled gates. CCTV is used appropriately to support the security of the site.
16. All required information is either on the school's website or else provided to parents upon request. Parents are provided with information regarding their children's progress through termly reports with are supplemented by regular opportunities for consultations with teachers. Leaders provide the local authority with the required information with regard to any pupils, including those with an education, health and care (EHC) plan, whom they fund.
17. Leaders implement a suitable complaints policy. Any complaints are handled effectively and within given timescales. Leaders ensure that the majority of concerns are resolved informally and that very few escalate to a formal complaint.
18. The school meets its requirements under the Equality Act. A suitable accessibility plan is in place. Leaders ensure that there is no discrimination against any pupils in the school.

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

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

Section 2: Quality of education, training and recreation

20. The curriculum, common to all OSG schools, covers all the required areas of learning. This is, in part, facilitated by the school's links with other campuses within the OSG group which enable it to offer a range of academic and vocational subjects to provide pupils with a broad and balanced education. Through the extra-curricular programme, which includes art, French and chess clubs, pupils are able to develop their artistic and language skills further. However, the number and range of extra-curricular activities is limited, and this restricts the pupils' opportunities to develop a wide range of skills and experience.
21. A key element of education at OSG schools is the focus on self-directed learning, whereby pupils take responsibility for their own learning beyond the taught lessons. This takes place within the learning centre where pupils work independently, but with supervising teachers available to help as necessary. Pupils may also book tutorials with their teachers if there is anything they would like to be explained in greater detail. Similarly, tutors may require pupils' attendance at a tutorial if they feel that they would benefit from guidance.
22. Lessons are well planned and usually take into account pupils' prior knowledge and understanding. Lessons in the primary section involve face to face contact with a teacher, but as pupils progress through the school more lessons are taught online, often by teachers at other campuses. All online lessons are delivered through a virtual learning environment which enables lessons and material to be available for revision afterwards. Teachers can also provide additional resources within an online 'backpack'. This enables pupils to access lessons and materials afterwards and so enables them to revise and consolidate the material in their own time, so aiding their understanding. Classrooms are well equipped, and teachers use the good quality resources effectively. As a result, pupils make good progress overall. However, not all lessons include sufficient stretch and challenge to extend pupils' learning as effectively as they could. Consequently, some pupils, especially those with high prior attainment, do not make as much progress as possible.
23. Marking and feedback are regular and thorough and clearly indicate to pupils both their successes and how they can improve. Pupils respond to feedback by correcting errors or rewriting sections to include greater detail in their answers, showing that they understand the advice that they have received. The effective use of feedback contributes well to pupils' understanding and progress.
24. Regional heads of departments have access to assessment results and can see how pupils are performing at national, regional, campus and individual level. This enables them to identify any underperformance and to put support strategies in place where necessary. However, older pupils show a pattern of underachievement, including in GCSE and sixth-form results over time, particularly by pupils with higher prior attainment. This is because teaching does not always provide pupils with appropriate levels of challenge to meet their needs and build on their prior attainment.
25. Pupils who have SEND make good progress from their starting points. This is because their needs are swiftly identified, usually before they start at school. Pupils' needs are carefully assessed, and appropriate support is put in place. Teaching assistants are deployed effectively in class and have an in-depth understanding of the needs of their pupils. Teachers use plans and information provided by the learning support department to support pupils appropriately and show a deep understanding of their needs. There is also support provided by specialist teachers within school and by external specialists where necessary to help ensure that pupils learn and progress effectively.

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

26. All the relevant Standards are met.

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

27. The PSHE programme has been carefully planned so that it meets the Standards. Pupils are taught about protected characteristics such as age, disability, race, religion and sexual orientation. Pupils learn the importance of respecting the views and rights of other people, regardless of their background.
28. The PSHE programmes teach pupils the importance of good mental and physical health. Pupils learn about the importance of keeping fit and eating healthily and are aided in this by the healthy options available at lunch and the programme of physical exercise which includes the 'daily mile' in the primary section and weekly walk or run for seniors. Leaders give the mental health of pupils a high priority and, as well as providing lessons about this, conduct weekly surveys of pupils' happiness. Any indications of unhappiness are quickly identified, and appropriate support is offered.
29. The behaviour policy sets out clear guidance regarding good behaviour. Pupils are expected to be kind and courteous to each other and to adults. Staff implement the sanctions and rewards system effectively to encourage good behaviour. Teachers act as role models and the few instances of poor behaviour are dealt with effectively. Consequently, pupils are polite, kind and helpful.
30. There is a suitable anti-bullying policy and procedures are effectively implemented to prevent it as far as possible. PSHE lessons and assemblies teach pupils about different forms of bullying, including cyberbullying, and the harm that they can do. Pupils learn that bullying is never acceptable and that they should report any instances to their teachers. Incidents of bullying are rare and when such behaviour does occur leaders act swiftly and decisively.
31. Individualised feedback in lessons helps pupils to develop their self-knowledge and the support that teachers provide fosters progress and a consequent growth in self-confidence. The self-directed learning programme encourages pupils to take responsibility for their own learning and this also contributes to the development of their self-knowledge. Staff maintain warm and trusting professional relationships with pupils so that pupils feel accepted, nurtured and supported as they progress through the school.
32. The RSE programme, used in all OSG schools reflects the requirements of current statutory guidance. Teachers are trained to deliver this programme and are supported by a range of centrally produced resources including workbooks and presentations. The school teaches pupils in age-appropriate ways about themes such as healthy and unhealthy relationships, puberty and physical development. Older pupils learn about consent, pregnancy and contraception. The programme equips pupils with the knowledge they need to make informed choices with regard to relationships.
33. Health and safety procedures are effective. All required checks and maintenance are carried out regularly so that the premises and accommodation are well maintained. Suitable measures are taken to reduce the risk from fire, including regular fire evacuation drills. Fire safety training for staff is thorough and up to date.
34. Supervision procedures are effective. Staff are visible and available both during self-directed learning and at playtimes and are proactive in addressing any issues which may arise. This appropriate level of supervision by staff contributes to pupils' safety and wellbeing.

35. First aid is administered in a timely manner and staff are appropriately trained. Suitable procedures are in place for the administration of medication or first aid. Records are kept of illness or injury and parents are informed appropriately. The school facilities include an appropriate medical room.
36. Staff maintain the admissions and attendance registers in line with current statutory guidance. Leaders monitor attendance carefully and follow up any absences swiftly. Leaders inform the local authority when any pupils leave or join the school at non-standard times or if there are any prolonged unauthorised absences.

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

37. All the relevant Standards are met.

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

38. The PSHE programme promotes British values, such as respect for the rule of law and for those with different faiths and world views to the pupils' own. Through studying different democratic systems, pupils develop an understanding of the importance of voting in elections. They also gain a practical illustration of how democracy works in practice when choosing members of the pupil leadership team. The curriculum includes study of the world's major religions that enhances pupils' understanding of different faiths and beliefs. The study of 'citizenship' includes topics such as 'What does it mean to be British?', which deepen pupils' understanding of British institutions and the importance of respect for all, in conjunction with the ethos of the school. Teaching develops pupils' understanding of issues of equality, rights, and the harm that discrimination and prejudice can do. This teaching promotes the importance of mutual respect, which pupils demonstrate in their relationships with each other and with adults. It also develops pupils' appreciation of right and wrong and their appreciation of and empathy towards others.
39. Staff teach pupils about respectful and fair conduct so that pupils develop a mature sense of responsibility for their own behaviour and actions and an awareness of positive and considerate social behaviours. The school also enhances pupils' ability to act responsibly on their own behalf in ways that help prepare them for later life. For example, from a young age, pupils develop the skills to be responsible for organising their own studying during the self-directed learning periods.
40. The school develops pupils' economic awareness effectively. The PSHE programme includes teaching about personal finance and business matters, including saving and managing money and employment rights. The oldest pupils complete a business foundation course which includes units on topics such as sales, marketing and leadership.
41. Careers advice is delivered through a centrally designed OSG diploma which follows national careers guidance benchmarks. All pupils in Year 12 complete a 'careers fundamental' course which has units on financial skills, project management and professional conduct. An online programme provides opportunities for pupils to learn about a range of different careers and how to prepare for university. An annual careers fair sees representatives from a range of companies come to the school and talk to pupils about career opportunities, giving advice and help. The careers programme contributes to pupils' effective preparation for life in British society.
42. Pupils have many opportunities to contribute to the life of the school. In the primary section, pupils are part of the pupil voice committee and act as sports leaders, while in the senior section pupils can be members of the pupil leadership team, act as mentors to younger pupils, and help with running the learning centres. School assemblies are often pupil led and cover topics such as World Literacy Day', and awareness of various neurodiverse conditions. Pupils support several charities, such as those helping animals, sufferers of cancer and Forces personnel. They do so through activities such as devising and implementing fund raising events such as cake sales, 'crazy shoe day' and a summer fair.

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

43. All the relevant Standards are met.

Safeguarding

44. Governors and leaders take a rigorous approach to safeguarding. The school implements a suitable safeguarding policy, and leaders and staff follow its procedures. Leaders are aware that issues can occur at any institution and have created a culture where safeguarding is of the highest importance. Consequently, arrangements to safeguard pupils are effective. The warm and trusting relationships which exist between staff and pupils contribute to an environment in which pupils feel safe at school and are able to approach staff if they have any worries. Pupils may also report concerns via a link on the school's intranet or using a confidential online reporting system.
45. All staff and volunteers receive suitable safeguarding training on induction, including in relation to risks posed by radicalisation and extremism. They also receive regular updates so that they know and understand current statutory guidance. Staff are trained to use the school's reporting system and know how to recognise and report a safeguarding concern, including any concerns or allegations against staff. Leaders with safeguarding responsibilities monitor any concerns raised so that they can identify patterns and act quickly to support pupils. When issues have occurred, they have been suitably responded to by the school, with the concerns and actions taken in response and recorded appropriately and in detail. Leaders liaise with relevant external agencies appropriately, including by referring concerns to them when required.
46. Safeguarding leaders are actively involved in staff recruitment. Leaders ensure that all required safer recruitment checks are carried out before staff and volunteers commence working at the school. They maintain a suitable single central record of appointments (SCR) that records such checks are maintained. The safeguarding governor scrutinises the SCR on a regular basis.
47. Governors carry out an annual review of the safeguarding policy and the procedures and provide robust and effective oversight of safeguarding arrangements. This oversight includes regular meetings with the safeguarding team to consider any safeguarding issues that may have arisen.
48. Pupils are taught and understand how to stay safe, including when online. They know which staff have specific safeguarding responsibilities and that they can talk to any member of staff should they have concerns. They can also contact local or regional safeguarding governors should they wish. The school's internet system has suitable filtering and monitoring systems in place. Any breaches of internet protocols are swiftly detected and acted upon, and parents are informed.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	OneSchool Global UK Northwich Campus
Department for Education number	896/6007
Registered charity number	1181301
Address	OneSchool Global UK Northwich Campus Hartford Manor Greenbank Lane Northwich Cheshire CW8 1HW
Phone number	01606 210320
Email address	northwich@uk.oneschoolglobal.com
Website	http://www.oneschoolglobal.com/campus/united-kingdom/northwich
Proprietor	OneSchool Global UK
Chair	Mr Bruce Haughton
Principal	Mrs Emma Chaloner
Age range	7 to 18
Number of pupils	114
Date of previous inspection	6 to 8 October 2021

Information about the school

50. OneSchool Global UK Northwich Campus is an independent co-educational day school. It is one of 27 schools in the United Kingdom run by OneSchool Global UK (OSG), an international educational group founded by the Plymouth Brethren Christian Church. The school is governed by trustees of OSG. The current campus principal was appointed in July 2024.
51. The school has identified seven pupils as having special educational needs and/or disabilities (SEND). Five pupils in the school have an education, health and care (EHC) plan.
52. No pupils have English as an additional language.
53. The school states its aims are for its pupils to develop their full potential and acquire the discipline of learning how to learn. It seeks to uphold fundamental Christian teachings and beliefs. It aims to ensure that truth and authority of the Holy Bible and strong family values underpin its endeavour to provide quality in every facet of education in a safe, secure and caring environment.

Inspection details

Inspection dates

16 to 19 September 2024

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 the chair and other governors
- discussions with the head, 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.

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**.

Independent Schools Inspectorate

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