



ISI Independent
Schools
Inspectorate

Additional Inspection Report

One School Global UK Plymouth Campus

May 2023

School's details

School	OneSchool Global UK Plymouth Campus			
DfE number	879/6010			
Registered charity number	1056846			
Address	OneSchool Global UK Plymouth Campus Foulston Avenue Plymouth PL5 1HL			
Telephone number	01752 363290			
Email address	plymouth@uk.oneschoolglobal.com			
Campus Principal	Mrs Kirsty Matthews			
Chairman	Mr Adrian Diffey			
Proprietor	OneSchool Global UK			
Age range	7 to 18			
Number of pupils on roll	87			
	Primary	30	Secondary	36
	Sixth form	21		
Date of inspection	22 to 23 May 2023			

1. Introduction

Characteristics of the school

- 1.1 OneSchool Global UK Plymouth Campus is an independent co-educational day school with a particular religious character. It serves families of the Plymouth Brethren Christian church. The proprietor is OneSchool Global UK which has oversight of all the associated campuses within the UK. There is a local advisory governing body made up of campus administrators who are members of the local Plymouth Brethren community. The school has identified 13 pupils as having special educational needs and /or disabilities (SEND) and there are two pupils who have an education, health and care (EHC) plan. No pupils speak English as an additional language. The school's previous inspection was a regulatory compliance inspection in May 2019.

Purpose of the inspection

- 1.2 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs).

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2 and 2A (curriculum and relationships and sex education), 3(teaching) and 4 (framework for pupil performance)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	Met
Part 3, paragraphs 7 (safeguarding), 9 (behaviour), 10 (bullying), 11 (health and safety), 12 (fire), 13 (first aid), 14 (supervision), 15 (admission and attendance registers), 16 (risk assessment) and Equality Act 2010 (accessibility plan)	Met
Part 4, paragraphs 18–21 (suitability of staff, supply staff and proprietors)	Met
Part 5, paragraphs 22–29 (premises and accommodation)	Met
Part 6, paragraph 32 (provision of information)	Met
Part 7, paragraph 33 (manner in which complaints are handled)	Met
Part 8, paragraph 34 (quality of leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum and relationships and sex education [ISSR Part 1, paragraphs 2 and 2A]

- 2.1 The school meets the standards.
- 2.2 The curriculum is suitably documented, supported by appropriate plans and schemes of work for the pupils and covers all the required areas of learning. The curriculum for primary and senior pupils includes appropriate personal, social, health and economic education (PSHE), and suitable relationships education in the primary school and relationships and sex education (RSE) in the secondary school. The school has consulted parents and published a written statement of its RSE policy, which has due regard to relevant statutory guidance. Schemes of work scrutinised show that all required elements of RSE are included. Pupils in the senior school follow a GCSE citizenship course in which they are examined at the end of Year 10.

Quality of education provided – teaching and framework for pupils' performance [ISSR Part 1, paragraphs 3 and 4]

- 2.3 The school meets the standards.
- 2.4 Teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. There is a particular emphasis on self-directed learning. Pupils in both primary and senior schools have access to a digital learning programme within which they complete tasks individually and at their own pace. There is a suitable framework for measuring pupils' performance.
- 2.5 Teaching of PSHE and RSE takes place across all year groups and is age appropriate. Teaching in the senior school currently meets the regulation although there is scope to allow more discussion by pupils of issues relating to identity, sexuality and different kinds of families. Teaching does not undermine the fundamental British values of the rule of law, democracy, individual liberty and respect and tolerance of those with different faiths and beliefs. Pupils study different religions in an age-appropriate way and the teaching of citizenship enables pupils to understand the value of democratic systems of government and the rule of law. Throughout the school teaching emphasizes the importance of respecting everyone including those with protected characteristics, which includes those of different faiths and cultures.

Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.6 The school meets the standard.
- 2.7 The school actively promotes principles and values which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. The school states a strong commitment to promoting fundamental British values, including respect for other people with protected characteristics. That this is fulfilled in practice was evident in discussion with pupils. They are aware of the wide variety of cultures within British society and demonstrate a high level of respect for them. Through their work in PSHE and citizenship, pupils develop a suitable and age-appropriate understanding of the rule of law and democratic processes in the UK and elsewhere. They demonstrate tolerance and respect for all, including those with protected characteristics. They translate this into action through engaging in charitable causes such as support for refugees.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

Safeguarding policy

- 2.8 The school meets the requirements.
- 2.9 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.10 The school meets the standard.
- 2.11 Arrangements to safeguard and promote the welfare of pupils are implemented effectively and in the best interests of pupils. Procedures have due regard to statutory guidance.
- 2.12 Staff, advisory governors and those with leadership responsibilities are all suitably trained. Arrangements for listening to children are implemented effectively. Pupils told inspectors that they are able to share their concerns with adults in school and that these will be taken seriously. They show effective understanding of what might constitute inappropriate behaviour by others towards them. They stated that they receive a response if concerns are raised, and that action is taken where needed. That this happens in practice is confirmed in records of safeguarding. Pupils understand how to stay safe online and the school has implemented effective systems to ensure their safety when using the internet in school. The school uses suitable volunteers to monitor the pupils' use of the internet systematically. These figures report to senior leaders who take immediate action if pupils are accessing sites that are unsuitable.
- 2.13 The school liaises appropriately with external agencies when required. School leaders and staff are aware of the needs of pupils with SEND and those who have other vulnerabilities. Concerns about pupils' mental health are handled according to their needs. Appropriate welfare plans are in place for any vulnerable pupils. The school keeps accurate records of any incidences of child-on-child abuse and responds to them appropriately. Concerns expressed about adults working in the school, including any low-level concerns, have been promptly and suitably addressed.
- 2.14 Management of safeguarding is appropriate. The DSL is of sufficient seniority and has sufficient independence to undertake the role. Referrals are made to external agencies independently when necessary. The proprietor, OneSchool Global, maintains effective oversight of the school's safeguarding procedures by means of regular meetings with senior leaders and a comprehensive annual review.

Welfare, health and safety of pupils – behaviour and bullying [ISSR Part 3, paragraphs 9 and 10]

- 2.15 The school meets the standards.
- 2.16 Good behaviour is promoted and bullying is prevented as far as reasonably practicable. Pupils behave well in classes and around the school during breaks and lunchtime. There is a suitable behaviour policy which includes both rewards and sanctions to be used when necessary. Pupils confirm that any sanctions are fair and proportionate. This is confirmed by records of behavioural incidents. Bullying incidents are rare but, when they happen, they are responded to promptly, suitably recorded and all those involved are monitored going forward. Senior leaders understand thresholds for when bullying may become a safeguarding issue. The school embeds anti-bullying material into its PSHE programme for all year groups. Recent content includes exploring the role of being a 'bystander' in any incidents. Staff are suitably trained to identify and tackle bullying.

Welfare, health and safety of pupils – health and safety, fire safety, risk assessment and accessibility plan [ISSR Part 3, paragraphs 11, 12, 16 and Equality Act 2010]

- 2.17 The school meets the standards.
- 2.18 Health and safety requirements are met, including those relating to fire safety. There is a strategic approach to risk assessment. Suitable arrangements are in place for managing health and safety in the school. Documentation is appropriate and includes records of required checks of equipment and necessary fire infrastructure. Fire drills are held termly and pupils confirmed that they know how to respond to a fire or lockdown alarm. Risk assessments for school premises, trips and activities are appropriate and are centrally held and reviewed by the premises manager. Those for pupil welfare and for any pupils involved in child-on-child abuse incidents are suitable. An appropriate accessibility plan is in place.

Welfare, health and safety of pupils – first aid [ISSR Part 3, paragraph 13]

- 2.19 The school meets the standard.
- 2.20 Suitable provision is in place for first aid. The first aid lead and several senior leaders are trained at the higher level and four other staff have appropriate training in place. Medicines are suitably stored in a locked facility and first aid kits are well stocked and available for use off site. Any medicines administered are appropriately recorded.

Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]

- 2.21 The school meets the standard.
- 2.22 There are suitable supervision rotas in place. These ensure that pupils are effectively supervised during the school day, both at break and lunchtimes, and on arrival and departure from school.

Welfare, health and safety of pupils – admission and attendance registers [ISSR Part 3, paragraph 15]

- 2.23 The school meets the standard.
- 2.24 Admissions and attendance registers are maintained as required.

Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21]

- 2.25 The school meets the standards.
- 2.26 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Records of checks carried out on teachers, supply staff, volunteers and contractors are systematic and staff files confirm effective recruitment checks have been completed before appointment.

Premises and accommodation – [ISSR Part 5, paragraphs 22 to 29]

- 2.27 The school meets the standards.
- 2.28 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

Provision of information [ISSR Part 6, paragraph 32]

2.29 The school meets the standard.

2.30 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

Manner in which complaints are handled [ISSR Part 7, paragraph 33]

2.31 The school meets the standard.

2.32 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

Quality of leadership and management [ISSR Part 8, paragraph 34]

2.33 The school meets the standard.

2.34 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and no further action is required as a result of this inspection.

4. Summary of evidence

- 4.1 The inspectors held discussions with the campus principal, senior leaders and other members of staff and met with representatives of the proprietors. They visited different areas of the school, observed lessons and talked with groups of pupils. They scrutinised a range of documentation, records and policies.

Inspectors

Mrs Kate McCarey

Reporting inspector

Mr Patrick Wenham

Assistant reporting inspector