



**ISI**

Independent  
Schools  
Inspectorate

**Progress Monitoring Inspection Report**

**OneSchool Global York Campus**

**June 2023**

## School's details

<b>School</b>	OneSchool Global UK York Campus			
<b>DfE number</b>	816/6012			
<b>Registered charity number</b>	1181301			
<b>Address</b>	OneSchool Global UK York Campus, Bishopthorpe Road, Bishopthorpe, York YO23 2QA			
<b>Telephone number</b>	01904 663300			
<b>Email address</b>	york.campus@uk.oneschoolglobal.com			
<b>Headteacher</b>	Mrs Gill Tinsley			
<b>Proprietor</b>	OneSchool Group			
<b>Chair of governors</b>	Mr Jes Lant			
<b>Age range</b>	7 to 18			
<b>Number of pupils on roll</b>	123			
	<b>Juniors</b>	47	<b>Seniors</b>	54
	<b>Sixth Form</b>	22		
<b>Date of inspection</b>	14 to 15 June 2023			

# 1. Introduction

## Characteristics of the school

- 1.1 OneSchool Global UK York Campus is an independent co-educational day school, which was founded in 2014 and until 2019 was known as Focus School York. The school is one of 23 schools owned and governed by OneSchool Global UK (OSG), which provides education for children of the Plymouth Brethren community. A local governing body assists in governance and is formed from a team of campus administrators, overseen by a representative of the proprietorial board of trustees. The school comprises three sections: junior and senior departments and a sixth form. The school has ten pupils who require support for special educational needs and/or disabilities (SEND). No pupils have an education, health and care plan and no pupils speak English as an additional language. The school's previous inspection was a focused compliance inspection in May 2022.

## Purpose of the inspection

- 1.2 This was an unannounced progress monitoring inspection at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the compliance inspection in May 2022. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs). The DfE requested inspection of additional regulations, during the visit, because of additional concerns.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 1-4 (quality of education provided)	<b>Met</b>
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	<b>Met</b>
Part 3, paragraph 7 (safeguarding)	<b>Met</b>
Part 3, paragraphs 9-15 (behaviour; bullying; health and safety; fire; first aid; supervision of pupils; and admission and attendance registers)	<b>Met</b>
Part 3, paragraph 16 (risk assessment)	<b>Met</b>
Part 4, paragraphs 18-21 (suitability of staff, supply staff, and proprietors)	<b>Met</b>
Part 5, paragraphs 22-29 (premises and accommodation)	<b>Met</b>
Part 6, paragraph 32 (provision of information)	<b>Met</b>
Part 7, paragraph 33 (handling of complaints)	<b>Met</b>
Part 8, paragraph 34 (leadership in and management of schools)	<b>Met</b>

## 2. Inspection findings

### Quality of education provided [ISSR Part 1, paragraph 1-4]

- 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 the required breadth of material. Most of the teaching in the junior school is class based whilst in the senior school, the majority of teaching is eLearning based. Senior school pupils link up with tutors and fellow pupils across the network of OSG sites in the UK and, in some cases, overseas. Lessons consist of an effective mixture of both independent and collaborative learning and parents are enabled to track their child's remote learning online. Data provided by the school, including results at both GCSE and A level, demonstrate that pupils are enabled to make good progress. Lessons seen using remote and class-based learning showed effective behaviour management and were supported by suitable resources, including assigned written coursework and practical experience. A suitable framework for the assessment of pupils' performance is in place, enabling regular feedback to pupils, their tutors and parents. Pupils' work shows evidence of regular marking which, in most cases, indicates suggestions for further improvements.
- 2.3 Pupils in the junior school receive appropriate relationships education and the senior school pupils receive appropriate relationships and sex education together with effective personal, social and health education (PSHE). The school consults parents widely on the course content of the relationships and sex education (RSE) curriculum and a nationally agreed scheme of work for OSG schools meets statutory requirements at both primary and secondary level. Discussion with pupils, most particularly at senior school level, demonstrated that they were able to engage with their teachers in discussing sensitive topics at age-appropriate levels. The required curriculum content is delivered effectively. Careers education enables senior school pupils to select appropriate GCSE and A-level subject options to enable them to proceed onto higher education in their chosen vocation.

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

- 2.4 The school meets the standard.
- 2.5 The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Displays seen throughout the school support these values. Teaching promotes principles which enable pupils to develop self-knowledge, self-esteem and confidence; to distinguish right from wrong; and to accept responsibility for their behaviour. Additionally, PSHE lessons encourage pupils to contribute to the lives of others; gain knowledge and respect for public institutions in England; and understand the responsibilities of life within their own community. Pupil discussions confirmed that tolerance and harmony between different cultural traditions is encouraged along with respect for people beyond their own immediate community group. Pupils receive a balanced presentation of political views and they have a good understanding in respect of the protected characteristics as set out in the Equality Act 2010. Pupils made positive reference to their involvement with pupil council meetings as a means of ensuring that their views were taken into account. Pupils confirmed that the school promotes high levels of mutual respect and support between pupils, and this was evident in pupil discussions.

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

#### Safeguarding policy

- 2.6 The school meets the requirements.

- 2.7 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**

- 2.8 The school meets the standard.
- 2.9 The school implements its policy effectively to ensure the safeguarding of pupils. Implementation of safeguarding procedures is consistent with *Keeping Children Safe in Education (KCSIE)* requirements. Suitable arrangements are in place for listening to pupils and for liaising with parents. Appropriate contact is made with external agencies when required. This was confirmed in discussions with pupils who say that they feel safe, confident in the knowledge that staff will take appropriate action to address any concerns they might have. Scrutiny of safeguarding records confirmed this. Appropriate procedures are in place for handling allegations of child-on-child abuse and allegations against adults working in the school.
- 2.10 Staff, including those with leadership responsibility for safeguarding, are suitably trained, including with regard to the prevention of radicalisation. Appropriate referrals are made to both the local authority and to the police in any cases which may require a Prevent referral to be made. Records show that, on joining the school, new members of staff receive appropriate induction in safeguarding. Those members of staff interviewed demonstrated a secure understanding of their roles and responsibilities and of the staff code of conduct. Staff share and record concerns diligently and know that they can make a direct referral to children's services if necessary. Staff have a clear understanding of the current definitions of abuse and recognise the particular vulnerability of pupils with SEND. Staff confirm that they are aware of the procedures to minimise the risk of child-on-child abuse and recognise the possibility that such abuse may be taking place without being reported.
- 2.11 All pupils are educated in how to keep safe online and understand how to do so. Filtering and monitoring of technology are appropriate and ensure that eLearning with tutors who may not be directly attached to the school is suitably monitored. Such tutors are all checked appropriately. In addition, the school has developed close links with the social services and the local authority designated officer (LADO), who visit the school on a regular basis to assist with training. This close collaboration enables the school to strengthen their safeguarding regimes. All staff are familiar with KCSIE Part 1 and Annex B. They understand the code of conduct for staff and whistleblowing procedures. The designated safeguarding lead (DSL) and deputies have sufficient status and authority to undertake their roles. The DSL provides regular updates to all staff and opportunities for discussion on any changes to safeguarding policies and their implementation.
- 2.12 The governors undertake an annual safeguarding review with due diligence and safeguarding is a standing agenda item for all governing board meetings. The governors are appropriately trained in safeguarding. The local governing board demonstrates suitable rigour in their oversight of arrangements, which includes undertaking a follow-up review of any safeguarding incidents that may occur. Both the chair of governors and the safeguarding governor conduct in school discussions with pupils and staff to support the school's safeguarding culture.
- 2.13 Governors ensure that all the appropriate recruitment checks are now made, including taking at least two satisfactory references for all staff before work commences. It ensures that any required additional risk assessment for new staff is made before work commences. A new risk-assessment matrix ensures appropriate checks are now undertaken on volunteers. All recruitment records and files now contain sufficiently accurate information to confirm that all required recruitment checks have been made for both staff and volunteers.

**Welfare, health and safety of pupils - behaviour; bullying; health and safety; fire; first aid; supervision of pupils; and admission and attendance registers [ISSR Part 3, paragraphs 9-15]**

- 2.14 The school meets the standards.
- 2.15 The school has a suitable behaviour policy which is consistent with the aims of the school. It outlines both rewards to promote good pupil behaviour as well as sanctions to be adopted in the event of poor pupil behaviour. Suitable training is given to staff and guidance given to pupils. Staff and pupils understand the policy, which is implemented effectively, and that the school's policy is one of a zero tolerance of any behaviour that may indicate potential abuse. In the rare cases where a pupil may use inappropriate language to a fellow pupil or to a member of staff, there is an immediate follow up by pastoral staff and appropriate sanctions are applied. There is an appropriate anti-bullying policy which is implemented effectively. Pupils in discussion commented that they know when and how to seek help and that they should report any bullying they observe.
- 2.16 Records of any bullying incidents are congruent with other behaviour and safeguarding records. Staff understand clearly that child-on-child abuse is a potential safeguarding issue. Records demonstrate that bullying incidents are rare and those that do occur are dealt with promptly. Support is given to both the victim and the perpetrator. All bullying incidents are referred to those with safeguarding responsibilities. Senior leaders maintain a suitable centralised log and review this regularly, together with governors. This identifies any trends, to allow appropriate action to be taken.
- 2.17 The school has an appropriate health and safety policy. This is effectively implemented and overseen by the local governors. Senior leaders receive additional, regular oversight from OSG health and safety leads. Teaching staff in all sections of the school conduct regular safety checks to ensure the site is safe for pupils. There is an appropriate fire risk policy and fire risk assessments are completed on an annual basis to ensure the safety of the pupils. Any required actions resulting from the assessments are implemented promptly. Fire practice drills are completed termly. Appropriate records of drills and equipment checks are kept. Emergency exits routes and exits are suitably maintained. The local governors monitor fire procedures effectively.
- 2.18 Arrangements for the supervision of pupils ensure that pupils' welfare is safeguarded. The arrangements are well documented and planned effectively. School staff are allocated appropriately to break and lunchtime supervision duties. Two-way radios are available for staff undertaking supervisory duties in order to facilitate easy communication should assistance be required. Areas and times of supervision are adjusted in the light of any incidents that occur and the appropriate use of CCTV monitoring adds another layer of security. There is suitably close monitoring of any pupils in the school where a specific welfare need has been identified. Admission and attendance registers are maintained as required and there are appropriate morning and afternoon registration periods. Suitable contacts are made with the local authority should pupils join the school after the start of the school year or leave before completing the school year.

**Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]**

- 2.19 The school meets the standard.
- 2.20 An efficient and effective approach is taken to managing risk to ensure the welfare of all pupils in the school. An appropriate risk assessment policy is implemented, and staff have all received training in assessing risk for their respective areas. This includes checklists to enable suitable risk assessments to be made daily of internal and external elements of the school environment. Any risks identified are either removed or mitigated and actions taken to minimise the possible risk of harm to pupils. External advice in risk assessment is obtained through OSG. Risk assessments are now appropriately put in

place to ensure that any delayed checks with reference to staff recruitment result in appropriate measures being taken to mitigate risk. Risk assessments are comprehensive, identifying possible risks whilst suggesting appropriate control measures to mitigate these. All risk assessments are reviewed and signed off by senior leaders and a governing board members ensure that there is suitable oversight of the arrangements.

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

- 2.21 The school meets the standards.
- 2.22 Since the previous inspection, the school has undertaken all required checks on the suitability of all staff, volunteers and governors in a timely manner. Staff have checks of medical fitness completed before they commence work at the school. Wherever possible, an enhanced criminal record check is obtained and the certificate viewed before a person's appointment to the school. Senior leaders and governors have monitored the recruitment process effectively since the previous inspection and check that the school is systematically following its own documented procedures. They understand that although suitable systems and checking processes are now in place, these require continued focus to ensure that recruitment processes remain robust.

### **Premises and accommodation [ISSR Part 5, paragraph 22-29]**

- 2.23 The school meets the standards.
- 2.24 During the visit the school was undertaking an extensive refurbishment project to update and increase teaching and recreational facilities. It has successfully put in place temporary arrangements to accommodate this refurbishment work which allows continuity of the teaching programme for the pupils. Suitable, separate toilet and washing facilities are available for pupils of all ages. There is appropriate changing accommodation for all pupils. A medical room, with an adjacent toilet facility, is located within the main school building and this caters appropriately for the needs of pupils who are ill or injured. The premises are maintained to a standard commensurate with health and safety expectations. Identified maintenance issues are rectified quickly. Acoustic conditions and both internal and external lighting are suitable. The provision of drinking water is suitable as water dispenser units are available within the main school building. There is appropriate provision of spaces for physical education and outdoor play, including a hall, tennis courts and three playing fields.

### **Provision of information [ISSR Part 6, paragraph 32]**

- 2.25 The school meets the standard.
- 2.26 The required information is published, provided or made available to parents, inspectors and the Department for Education. This includes comprehensive information which is made available to parents to enable them to monitor their child's progress in school, including when they are engaged in remote learning. The school's policy on safeguarding pupils is published, as required, on the school's website. Policies and particulars of arrangements for admissions, misbehaviour and exclusions; provision for pupils with SEND and any with EAL; the procedure for complaints; the curriculum; arrangements to promote good behaviour and to prevent bullying; health and safety and the schools' provision for first aid are also made available to parents.

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

- 2.27 The school meets the standard.

- 2.28 The school's complaints procedures are available on the school's website. They provide for concerns and complaints to be considered on an informal basis; enable a formal procedure for complaints to be made in writing; and provide for a hearing before a panel which includes an independent member should parents remain dissatisfied. The procedure allows for parents to be accompanied; for the panel to make findings and recommendations; and for a confidential record to be kept of the findings, including action taken by the school, whether or not the complaint is upheld. Records show that most complaints are resolved informally.

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

- 2.29 The school meets the standard.
- 2.30 The governors and senior leaders have addressed all of the points in the school's action plan effectively. They have implemented the action plan successfully and appropriate measures are in place designed to support ongoing compliance. Senior leaders and governors demonstrate good skills and knowledge to ensure their duties and responsibilities are fulfilled effectively; ensure the standards are consistently met; and actively promote the wellbeing of 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 head, senior leaders and other members of staff and met with a group of governors. 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

Mr Tony Halliwell

Reporting inspector

Mrs Daphne Cawthorne

Assistant reporting inspector