

School inspection report

5 to 7 December 2023

OneSchool Global Plymouth Campus

Foulston Avenue

Plymouth

PL5 1HL

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS.....	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	6
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.	8
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.	9
SAFEGUARDING	10
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING.	10
SCHOOL DETAILS	11
INFORMATION ABOUT THE SCHOOL.....	12
INSPECTION DETAILS	13

Summary of inspection findings

1. Proprietors make sure that leaders within the school have the necessary skills and knowledge to fulfil their responsibilities effectively. In this way, they promote the wellbeing of all pupils and meet the statutory requirements consistently.
2. Leaders are highly supportive of staff, pupils and families. They generate a calm and purposeful atmosphere which successfully promotes the wellbeing of pupils and staff. Leaders and teachers lead by example to promote good behaviour. Staff behaviour management skills are effective so that pupils behave well and benefit from a conducive learning environment. Bullying is rare and managed appropriately.
3. Leaders promote the school values and ethos effectively. In this way, they encourage the nurturing of independence and transferable life skills so that pupils are well prepared for the next stage of their lives. Teaching enables pupils to be workplace ready and motivated to continue their learning throughout their careers.
4. Leaders have an evaluative approach and respond to situations and concerns as they arise. They take effective action where necessary and within the constraints of the centralised organisation. Leaders work effectively with other agencies as appropriate to ensure that the best support is given to the pupils. They are risk aware, and alert to any unintended consequences of action taken, so that the wellbeing and progress of all pupils are supported consistently.
5. Teachers make effective use of a suitable and wide range of resources. Teaching is effective in enabling pupils to make good academic progress overall.
6. The curriculum and timetable provide pupils with the opportunity to learn and make progress in all its aspects. In order to share expertise regionally, some lessons are delivered remotely. The proportion of remote learning increases as pupils move through the school. However, some pupils find the lack of face-to-face contact with teachers difficult and demotivating, which sometimes limits their academic progress, particularly in core subjects.
7. The school's curriculum closely reflects the ethos of integrity, respect and compassion. Teaching encourages trust and respect for others, and an awareness and appreciation of those of different cultures, background and life experience. The personal, social, health and economic education (PSHE) programme raises pupils' awareness of issues of rights and discrimination. The relationships and sex education (RSE) programme contains appropriate content and conforms with current statutory guidance.
8. Pupils enhance their social and cultural understanding through excursions and enrichment days. Pupils are aware of the opportunities and responsibilities of life in British society and appreciate that their school is part of bigger picture across the country and the world. They are taught appreciation and respect for people whose characteristics, such as religious belief, sexual orientation, race and gender, are protected in law. This prepares pupils effectively for their adult lives in the wider community.

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 any pupils who become demotivated during or experience difficulties with remote learning receive greater support so that they can maintain good progress in these lessons.

Section 1: Leadership and management, and governance

9. The proprietor keeps well informed through regular visits to the school and remote online contact with the school leaders. Those who act as governors offer overview, supervision and support as well as challenge to senior leaders at the school. They regularly review and evaluate the school's effectiveness. Where areas for development are identified, initiatives are planned and implemented to refine and improve that provision. This includes additional training and support to enhance the skills of leaders and teachers on request or when highlighted by professional review.
10. Senior leaders are recruited and inducted carefully and offered continued further training to ensure that they have the necessary skills to perform their roles effectively. Leaders are reflective practitioners, constantly reviewing the impact of the initiatives they implement, such as around behaviour management. Staff negotiate amendments to policy and practice to ensure the best outcomes for the pupils in their care.
11. Staff respond effectively and promptly to the concerns of parents and often use those views and suggestions as learning points for the school. Consequently, solutions and improvements are implemented swiftly, and concerns do not typically escalate to become complaints. Leaders communicate well with pupils and parents, using frequent surveys and timely consultation. This information is used by leaders to evaluate the effectiveness of the support for pupils' wellbeing and progress.
12. The school has a systematic and careful approach to risk assessment. Suitable risk assessments are maintained for the premises, activities and trips. These include effective consideration of individual pupils' pastoral and health needs. Staff make effective use of the school's risk assessment templates.
13. Parents are provided with all the required information. Key policies such as safeguarding, behaviour management, anti-bullying and the arrangements for learning support for pupils who have special educational needs and/or disabilities (SEND) are readily accessible on the school website. Other useful information for parents concerning admissions and how to make a complaint are also easily accessible.
14. Leaders make reasonable adjustments for pupils with additional complex needs to enable them to access all areas of the curriculum. They also consider and mitigate for any resulting impact on other pupils. In this way they enhance and support pupils' learning experience to enable them to make good progress. The school conforms with the requirements of the Equality Act 2010, so that their teaching does not discriminate and encourages pupils to show respect for all people.
15. Leaders work effectively with external agencies, including to support pupils who have SEND and when safeguarding concerns arise.

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. The curriculum includes all the required areas of learning. Staff adapt the schemes of work and lesson plans, which are also shared across the groups of schools, to meet the needs of their pupils. Procedures for monitoring the delivery of lessons and tracking of pupils' progress are robust.
18. Pupils' individual needs are accurately identified by staff. Action plans are then developed in collaboration with leaders from the regional team. This collaborative approach ensures that appropriate support and strategies are effectively implemented, so that pupils' individual needs are met, including those of pupils who have special educational needs and/or disabilities (SEND). Highly effective systems are in place to regularly assess pupils' attainment and engagement. Staff utilise these to provide pupils with bespoke feedback about their learning that supports them to make good progress.
19. The school's 'learning to learn' programme enables pupils to take increasing responsibility for their own learning. Pupils are able to choose where to work within the learning centre depending on the amount of collaboration or independent learning they feel comfortable to embark on.
20. Lessons for younger pupils, up to and including Year 7, are mostly taught face-to-face by teachers with specialist subject knowledge. They provide well-planned activities that ensure that pupils are interested and engaged, assimilate new concepts and connect these to prior learning.
21. For older pupils, many lessons are taught remotely by specialist teachers on different schools in the group. Here teachers teach groups of pupils from two or more schools in the group at the same time using an online communication platform. Leaders monitor the quality of teaching received by pupils rigorously. When needed, there are effective mechanisms for addressing any concerns about the quality of teaching originating on other sites. In this way, they ensure that pupils typically make good progress. However, some pupils find the lack of face-to-face contact challenging or become demotivated. This sometimes limits their learning in some subject areas, such as mathematics, science and modern foreign languages (MFL).
22. Pupils have a limited amount of free time at break and lunchtime. The length of the school day accommodates the time required for pupils to travel to and from home over an extensive catchment area. As a result, pupils don't have much time to engage in extra-curricular activities. However, leaders provide suitable recreational activities, including some sports, chess, and music, which enable relaxation and social opportunities. Each term there is an enrichment day separate from the timetable, which allows for activities such as team-building challenges that promote pupils' self-esteem and wellbeing.

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

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

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

24. Pupils' physical and mental health and emotional wellbeing are promoted well. As a result, pupils learn how to persevere with disappointments and to approach difficulties as challenges for which they have not yet found solutions.
25. Teachers know their pupils well, including pupils who have SEND and are alert to physical and mental health concerns. Staff are responsive and supportive in sharing strategies so that pupils are enabled to maintain their own physical and mental health through exercise and a balanced diet.
26. The RSE programme meets the requirements of current statutory guidance. It includes appropriate content, such as guidance about consent and information about different types of relationships, delivered in a timely and appropriate manner. Leaders and staff do not promote any particular lifestyle but do ensure that pupils are aware of issues affecting society in the wider world so that they can make informed life choices for themselves.
27. Pupils develop understanding of rights and issues of equality through thoughtfully planned form time and the PSHE programme. The themes explored through discussion and reflection have recently included Black History month, International Women's Day, and dyslexia awareness. The focus on respect, integrity, responsibility, commitment, care and compassion enables pupils to consider and reflect on their own views on racism, misogyny and discrimination. The PSHE programme and watching news items in form groups enable pupils to discuss, learn and understand democracy, freedom of speech and individual liberties. These activities also raise awareness of cultural diversity and different lifestyles and help pupils to be tolerant of, and celebrate, each other's differences.
28. Pupils are taught the importance of acceptance and having respect for people with protected characteristics. Pupils' courteous behaviour and social interactions in class and around the school show that mutual respect, spiritual and moral understanding are firmly embedded.
29. Behaviour management is effective. Leaders support staff to implement the behaviour and anti-bullying policies and monitor the effectiveness of their strategies. They make amendments to their approach when identified as necessary in order to ensure that sanctions or actions designed to improve pupils' behaviour have the most positive impact.
30. Pupils are supervised effectively throughout the school. Learning supervisors respond appropriately to the social needs of the pupils so that they can make the best use of the lesson provision.
31. The premises and accommodation meet pupils' current needs and are clean, well kept and include suitable facilities.
32. Pupils' safety is strongly promoted by the thorough approach to security, health and safety, fire safety and the arrangements for first aid. Fire evacuation drills are carried out regularly and an appropriate fire risk assessment is in place. All necessary health and safety checks are carried out systematically.

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

33. All the relevant Standards are met.

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

34. The curriculum and the ethos of the school community encourage and promote mutual respect and moral understanding to enable pupils to distinguish right from wrong and respect the law. Pupils accept responsibility for their own behaviour and respect others, having awareness and tolerance of cultural differences. The PSHE programme includes consideration of the role of democracy and the rule of law. For example, pupils discussed how they might set up a new town and establish a fair justice system, articulating their own views on the importance of respect for the system of laws in order to help keep citizens safe.
35. Pupils learn about diverse, religions and cultures so that they are better prepared for meeting and mixing with people from a range of backgrounds in society. Educational excursions and enrichment days help develop pupils' experience outside the local community. Pupils learn about the opportunities and responsibilities of life in British society. Leaders actively encourage open conversations and discussions about current affairs in the news. Pupils speak openly about their feelings and religious beliefs.
36. Leaders encourage collaboration and service to the community. They enable pupils to take on roles of responsibility. Older pupils are encouraged to act as role models and support activities with younger pupils. The pupils' involvement in the organisation of fundraising events enhances their leadership skills. The school council is effective in allowing pupils to affect change and improvement within the school.
37. Visits from local business representatives help to deepen pupils' understanding of the world of work and to identify opportunities for the future. Business matters, including the appropriate investment and management of money, are of much interest to many of the older pupils. Most pupils leave to join small businesses once they have completed their compulsory education. A regular feature of December school life is the Winter Market. The organisation of this event allows pupils to exercise entrepreneurial skills in making a profit and influencing its use for the benefit of their peers.
38. There is pronounced focus on the importance of economic wellbeing and preparation for the future. School careers guidance contains accurate information and is up to date, outlining a range of career pathways and further academic and other qualifications for those who choose to continue their learning in their adult life. Pupils are well prepared for next stage of their lives.

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

39. All the relevant Standards are met.

Safeguarding

40. Safeguarding arrangements are effective. Regional teams and school administrators perform the role of designated safeguarding 'governor' and are appropriately trained in safeguarding. They support and challenge leaders effectively in the fulfilment of their safeguarding responsibilities.
41. Leaders recruit conscientiously and make sure all the appropriate checks are done to ensure that all leaders, staff and volunteers are suitable to work with children. The single central record of appointments documents all pre-employment checks meticulously.
42. Staff, including the safeguarding leads, receive regular and suitable safeguarding training, including at induction. Leaders and staff support pupils and families wherever there is a safeguarding concern and understand the thresholds for escalating concerns to relevant external agencies. The school makes referrals when appropriate and liaises effectively with local safeguarding agencies, including for advice. The school has appropriate systems for responding to any allegations against staff. Safeguarding records are well maintained in line with current statutory guidance.
43. Because of the extensive use of online education packages, there is a focus on online safety in staff training. The school's filtering and monitoring systems are robust to keep pupils safe. The school teaches pupils how to keep themselves safe, including online. For example, PSHE lessons include discussions about pertinent social issues, such as online grooming and fraud. Group discussions on topics such as coercion and consent are effective in equipping pupils with the knowledge and understanding to keep themselves safe.

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

44. All the relevant Standards are met.

School details

School	OneSchool Global Plymouth Campus
Department for Education number	879/6010
Registered charity number	1181301
Address	OneSchool Global Plymouth Campus Foulston Avenue Plymouth PL5 1HL
Phone number	01752 363290
Email address	plymouth@uk.oneschoolglobal.com
Website	oneschoolglobal.com/campus/united-kingdom/plymouth
Proprietor	OneSchool Global UK
Chair	Mr Adrian Diffey
Headteacher	Mrs Kirsty Matthews
Age range	7 to 18
Number of pupils	87
Date of previous inspection	22 to 23 May 2023

Information about the school

45. OneSchool Global Plymouth Campus is a co-educational day school with a particular religious character. It serves families of the Plymouth Brethren Christian community. The school is one of 27 schools in different campuses across the UK which share centralised policies, provision and religious ethos. The proprietor is OneSchool Global UK which has oversight of all the associated campuses within the UK. There is a local advisory body made up of school administrators who are members of the local Plymouth Brethren community.
46. The school has identified 19 pupils as having special educational needs and/or disabilities (SEND). Two pupils in the school have an education, health and care (EHC) plan.
47. The school states its aims are that pupils develop their full potential and acquire the discipline of 'learning how to learn', while upholding fundamental Christian teachings and beliefs, especially those of purity, integrity and godliness. The school intends that what it sees as 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 in a safe, secure and caring environment.

Inspection details

Inspection dates

5 to 7 December 2023

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

49. Inspection activities included:

- observation of lessons
- observations of a sample of the extra-curricular activities and form meetings
- discussions with representatives of the proprietorial board and local administration team
- discussions with the leaders and other members of staff
- discussions with pupils and examination of samples of pupils' work
- examination of curriculum and other documentation made available by the school.

50. 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

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net